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SPELLER

For the use of the Teachers
of California

By
J. W. H. H. H. H.

1880



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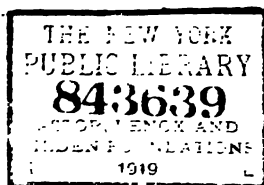
A SPELLER

FOR THE USE OF THE TEACHERS
OF CALIFORNIA

Compiled under the direction of the State Board of Education

By ANNE NICHOLSON
Textbook Expert Assistant

CALIFORNIA
STATE PRINTING OFFICE
1914



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ASTOR LENOX AND
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PREFACE

The reasons for compiling this bulletin on spelling might be stated as follows:

(1) Dissatisfaction with the present text is based upon the following grounds as reported by superintendents, principals, and teachers:

- (a) Too many words to be successfully taught.
- (b) Too many words that will never be used.
- (c) Sentences used in many instances that mean little to the child.
- (d) Words selected have no correlation with other work.
- (e) No principle of grouping words into different lessons.
- (f) No suggestion of method.

(2) Social need favors the **mastery** of a minimum writing vocabulary leaving opportunity and suggestion for the teacher to meet local and immediate needs from her own initiative.

(3) Recent scholarly investigations offer data not yet embodied in an adequate text.

(4) That there is opportunity to test the value of a teacher's edition.

(5) That there is opportunity for a trial of a year with a scheme for reporting on the adequacy of the text.

In compiling we have recognized—

(1) That the final scientific spellers will be based upon three types of investigation:

- (a) The social demand for words to be spelled by adults in occupations usually filled by mere elementary school graduates (see correspondence lists in the Appendix).
- (b) Grade lists of words used by children (Jones Study).
- (c) Comparative experiments in methods of teaching spelling (Pearson-Wallin).

(2) That we are weakest in the third aspect, the most important in text-book arrangements.

(3) That there is need of confirming some of the data obtained in recent investigations in each of the above types of investigation.

(4) That a number of investigations are under way in our own State that will be available during the coming year, and valuable as arousing a necessary interest in the teaching of spelling.

(a) A speller bulletin, prepared by President Ware and Mr. Studley of Chico Normal, embodying certain general principles concerning elementary school work in spelling, is about ready in the State Printing Office.

(b) A study of spelling method is about to be published by Doctor Fernald of the Los Angeles Normal.

(c) A study under way is promised from the San Diego Normal by Miss Longenecker.

(d) Mr. Phelps of the Fresno Normal is making investigations.

(e) The San Francisco Normal has published a list recently consisting of 3011 words, exclusive of a large list of phonograms.

Features of the Present Compilation.

In the present compilation we have been guided by the following seemingly desirable features in a spelling book:

(1) Opportunity for mastery of the basal writing vocabulary in the first six years.

(2) Available lists correlated with school words so treated as to be available when needed: geography, history, grammar.

(3) Words grouped in each lesson according to well defined principles of selection and grouping.

(4) Provision in the seventh and eighth grades for special lists suited to the needs of the vocational schools.

(5) Simple word-building systematically introduced.

(6) These directions should be founded upon well-defined principles of method. These principles of method should be *attractively expounded* in the teacher's edition.

(7) Other features to be included if desired:

(a) The derivation of the principal geographical proper names, e.g.,

Names of the counties.

Names of the leading cities.

Names of the rivers and mountains.

(Possibly better included in an Introductory History.)

(b) Interesting lists (found at the end of the present volume):

(1) Tabulated correspondence:

Russell Sage Foundation List—Ayres.

Local lists similarly compiled:

Dr. Frederic Burk's.

Our own lists:

Business correspondence:

Hale and Emporium list.

California Barrel Company.

Social correspondence:

Normal Training School Parents' and Teachers' Association.

Other lists under preparation.

(2) The 1908 N. E. A. Test List.

(3) The N. E. A. List of Reformed Spellings.

(4) Our Hundred Spelling Demons of the English Language.

Method of Selection.

The Jones list has been made the point of departure. This list is the result of eight years' investigation, and is the most scholarly of grade lists.

It represents the writing vocabularies of 1050 grade students, approximately 150 students per grade above the first. The first grade is omitted because there is so little written work done in this grade. The 1050 students were divided among four states—one third from Illinois, one third from Maryland, and one third from Iowa and South Dakota. The number of themes *per student* ranged from 56 to 105. In each case themes *were written until their "word-wells were drained" dry.* The

total number of themes examined was a little over 75,000, and the themes averaged a little less than 190 words. The total number of words recorded from all themes, counting each word as many times as it occurred, was approximately 15,000,000. The total number of different words was but 4532. The words are listed in Mr. Jones' report in the lowest grade in which at least two per cent of the students used them.

A list compiled in such a scholarly manner formed an excellent basis for selection. The lists that, from inspection and from report of the method of their compilation, were found to be **writing vocabularies** were checked up with this list. Where a word occurred on a number of lists and was not found in the Jones list, it was added. Lists from spellers approaching a writing vocabulary were checked up also.

1. Comparative testing of lists using the Jones list as the point of departure.

(a) Teachers' lists:

Stockton

Chico

Berkeley (partial list)

Richmond

San Francisco Normal

An Indiana list.

One grade lists:

(Mr. Chas. Bondshu's, Mrs. J. W. Thomas's, and others.)

Printed lists from Kern and Glenn counties.

(b) Lists from Spellers:

Peirce

Wohlfarth-Rogers

Bailey-Manly

Alexander

Dewey

Hicks-(Champion)

Powers

Present State Speller

Townsend-Strahan (A Modern Speller)

Chandler-Phillips

Richards and others.

(c) Adult correspondence list (Ayres, Burk, and our own *experimental list*). Four fifths of the list of 542 words which,

with their repetitions constitute seven eighths of the 23,652 words tabulated (Ayres), appear in the second grade writing vocabulary compiled by Jones. Thirteen words only in the Ayres list fail to appear in the Jones list.

A large percentage of the words are common to all the adult lists. This comparative study reveals the central core of uniformity in such lists. The "fringe" represents local and transient words. Such can be easily predicted when the locality is specified. The Jones list reveals the scholarly compilation—seemingly an almost completely comprehensive writing vocabulary of grade children, and at once containing the basal writing vocabulary of adults.

2. Segregation of phonograms from this composite writing vocabulary.

Seven hundred and fifty phonograms have been abstracted from the composite second grade vocabulary of 1925 words recorded by Jones, 120 from the third grade, 60 from the fourth, and 100 each from the fifth and sixth grades—1130 phonograms in all.

3. The remaining words, the spelling of which is more or less arbitrary, have been assigned to the grade where the greatest number of teachers' lists have recorded them.

Following is the number of words listed:

	Arbitrary spelling.	Phonograms.
First Grade	46	750
Second Grade	160	
Third Grade	270	120
Fourth Grade	380	60
Fifth Grade	260	100
Sixth Grade	260	100
Seventh Grade	320	
Eighth Grade	245	
Total	1940	
		1130
Words whose spelling is more or less arbitrary		1940
Words whose spelling is sufficiently regular to be classed as phonograms		1130
Total		3070

4. The following types of grouping have been used :

(1) Phonograms listed with suggestion to parallel the sequence in method reader, or in writing system.

(2) Derivatives and inflected forms—as a means of review.

(3) Transient words (words appearing for one or two grades and then disappearing) are to be listed in groups, available at the appropriate time. Here appear lists from the various subjects of study.

(4) Other review lists have the dictionary arrangement from the first grade on. This is one phase of dictionary drill.

(5) Words of unusual difficulty listed, with suggestions in teachers' edition for the mastery of each.

(6) Homonyms listed always in context, e.g.,
 to school
 two pencils
 too easy.

(7) Other words so grouped as to indicate their natural relations in a brief fashion, e.g.,

 have to go
 may be
 not at all.

(8) Lists of interesting derivatives, with directions to discover the curious meanings, e.g.,

daisy	simple
dance	sincere
caprice	vulgar.

(9) Word building groups, e.g.,

Prefix **un** to the following:
 interesting
 attractive.

(10) Words listed according to the type of difficulty, e.g.,

(a) Motorial errors: due to motor inco-ordination.

1. Omissions—**survyng** for **surveying**.
2. Wrong letter doubled—**dissapear** for **disappear**.
3. Attraction—**roap** for **rope**, etc.

(b) Sensory errors: due to sensorial inco-ordination.

1. Phonetic association—**Wensday**.

2. Confused combinations—**ei** for **ie**.

(11) Words listed to develop rules.

(12) Words arranged in grammatical sequence.

NOTE.—Insufficient recognition is made in all English study of the principal mode of expressing relationship of words in English, viz, sequence, or order in the sentence. The adjective precedes the noun so frequently that listing them together furnishes a context, or setting. This is generally sufficient to indicate the meaning of the word. The transitive verb is followed by its object. Listing these together is often sufficient to show a grasp of the meaning.

The present edition is intended for those teachers who are sufficiently interested in the problem of spelling to give the list and method herein contained a trial. The desire on the part of the Board and their representatives is to secure comment and suggestion from the progressive teachers. The "interleaf" arrangement affords opportunity for suggestions to teachers, and for comment by the teacher who is using the book. It is especially desired that the book be returned at the close of the year embodying the comment made by the teacher. A revision can then be made from the reports contained within these returned copies. We make a special request of the teachers that they contribute this report of their experience in using the Speller-bulletin. A number of us have expressed faith in the teachers, that they would do their share if asked. We are asking that the teachers justify our faith in them.

We take this opportunity of thanking those superintendents who have so kindly aided in the preparation of this bulletin. We are indebted particularly to—

Superintendents Ansel S. Williams of Stockton; Chas. H. Camper of Chico; W. T. Helms of Richmond, for specially prepared lists.

To Superintendents S. M. Chaney of Glenn County; Robert L. Stockton of Kern County, and others for printed lists.

To Superintendents D. T. Bateman of Santa Clara County; J. A. Cranston of Santa Ana; S. B. Wilson of Placer County; Jas. B. Davidson of Marin County; G. V. Whaley of Vallejo

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To many of the city and county superintendents for their courtesy in replying to our questionnaire.

We are indebted further to Dr. David Snedden of Massachusetts, Dr. Henry Suzzallo of Columbia University, Dr. Elwood P. Cubberley of Stanford, Dr. Lewis Terman of Stanford, for helpful suggestions.

To Presidents Edward Hardy, Jesse Millspaugh, Frederic E. Burk, Allison Ware, and Mr. C. L. Phelps, for reports of investigations in progress at their respective State Normal Schools.

To the San Jose Normal Training School Parents' Association for their tabulated social correspondence list.

To these and to the managers of the business houses who have lent us correspondence from their files for purposes of tabulation, and to the teachers that have assisted their superintendents in furnishing material, we wish to express our appreciation for their courtesy and able assistance.

ANNE NICHOLSON,
Textbook Assistant to the State Board of Education.

INTRODUCTION

THE QUESTION OF VOCABULARIES.

There are four distinct types of vocabulary, the hearing, the speaking, the reading, and the writing vocabulary. The range of vocabularies from those of children to those of scholars is of unusual interest. A sufficient number of tabulated vocabularies have been made by interested students to give weight to the estimates. A child of two and a half years of age frequently uses over 500 words a day. Many children on entering school have a vocabulary in the neighborhood of 3000 words. A child of twelve is acquainted with from 7000 to 10,000 words. The number of words in the speaking vocabulary of a scholar is often over 30,000 words.

Professor Kirkpatrick has estimated the number of words whose meaning is known to him as 70,000; Professor Holden has estimated his own vocabulary as 33,000; Miss Shinn estimated her speaking vocabulary as 40,000, and that of her brother, a business man, at 25,000.

The most recent investigations are in estimates of a writing vocabulary. The beginnings have been made by tabulating the words in business and social correspondence, and in exhausting and tabulating the vocabularies of children in the grades in their own free written speech. The limited nature of this vocabulary is the remarkable thing at present. More tabulated correspondence is necessary to confirm the conclusions at present available. The adult correspondence lists are found at the end of the present book. The children's writing vocabulary has been most scientifically handled so far by Dr. Wm. Franklin Jones; so we take the liberty of printing his conclusions in full. They embody the best thought up to date in the selection of the material for spelling.

*Since going to press, Bobbs-Merrill Company have published *The Child and his Spelling*, by W. A. Cook and M. V. O'Shea, 282 pages. The attention of teachers is called to this interesting, scholarly presentation of the spelling problem.

**Conclusions* Following a Concrete Investigation of the Material
of English Spelling.**

1. Since the prevalent method of presenting spelling material is through lists found in spelling books which commonly contain from ten to fifteen thousand words (a few recent spellers contain from six to ten thousand, but these are not yet in common use); and since this study reveals the fact that students in the highest grade of our common schools have on the average less than 2500 words in their writing, or spelling, vocabularies, our first conclusion is, our spelling material is bad in that it gives thousands of words which children do not use, and at the same time we are not teaching them to spell the much smaller list of words which they do use.

2. Our spelling books are avowedly based upon reading vocabularies; and since this study shows that writing vocabularies commonly linger from one to three years behind the reading vocabularies, our grading of spelling material is far from adequate.

3. In studying the spelling book, the student does not distinguish the words of his writing vocabulary from those of his reading vocabulary, which appear quite as familiar to his eye; hence the student's study is not economically directed in that he studies words from his reading vocabulary that do not belong to his spelling vocabulary, without distinction.

4. Word lists containing from ten to fifteen thousand words present to the student thousands of unfamiliar words, and the student spends most of his efforts upon the unfamiliar words of his spelling lists.

5. The words which give most trouble in spelling are found, almost without exception, in the writing vocabularies of the lower grades; and since these troublesome but useful words are not pointed out and effectively dealt with in these early grades, our handling of the most dangerous spelling material is not efficient, and students go on misspelling, year after year, words that should be mastered in the early school years.

6. Since grade students commonly use from 500 to 2500 words in writing, yet on the average misspell but about fifty words, not one child out of a thousand misspelling as many as one hundred words, our spelling problem is not so gigantic as it is commonly believed to be, for the reason that a handful of words misspelled over and over by each student has misled us in our judgment; on the other hand * * *

7. Since no word is immune to misspelling, and each word has to be mastered, our most important problem in handling spelling material is the problem of placing in the hands of our students the list of words useful in their writing at the given time, and making sure that these words are mastered. These lists can never be "desk made."

8. The twenty-words-a-day lesson should disappear, for the reasons that (1) we can not teach spelling effectively in such doses, and (2) such assignments imply more words than any student commands.

*See Concrete Investigation of the Material of English Spelling, p. 25.

9. Writing vocabularies of grade students are not complete and static, but moving and progressive, with words coming and going. Just what words are transient, the degree, and what should be done with such words, are problems which must be left for further investigation.

10. Proper names symbolizing persons and places are localized and individual, and they should be handled as such. General lists of such words are of little value in spelling.

11. The most useful words in our language, indeed in any language, are the words early learned by children, hence the spelling vocabularies of the lower grades should receive special attention; and this means that there should be fewer words in the spelling assignment and more care in fixing their meaning and use.

His studies also showed that the children themselves use in the elementary schools a vocabulary of 4532 words, distributed as follows:

2d grade -----	1927 words
3d grade—new words added to 2d grade list-----	469 words
4th grade—new words added to previous lists-----	442 words
5th grade—new words added to previous lists-----	432 words
6th grade—new words added to previous lists-----	425 words
7th grade—new words added to previous lists-----	419 words
8th grade—new words added to previous lists-----	418 words
Total -----	4532 words

The striking thing in this summary is the relatively large list for the second grade. This is due to the wide variation among the individual vocabularies, as may be seen by comparing this number with that presented in the following tables.

The number of words listed ranged from 431 for the most meager vocabulary of the students of the second grade to 2812 for the largest vocabulary of the eighth grade students. The largest vocabulary of the second grade students was 924, and the smallest vocabulary of the eighth grade students was 1409.

AVERAGE VOCABULARIES BY GRADES

Grade	Number of words
2 -----	521
3 -----	908
4 -----	1235
5 -----	1480
6 -----	1710
7 -----	1923
8 -----	2135

There were no significant variations in the number of words from the students of the various states.

***Distribution of Words Used In Common.**

Five hundred and twenty-four words out of the total list (1927) for the second grade were used by 50 per cent of the second grade students.

Six hundred and fifty-five additional words (1179 in all) were used by 40 per cent of the third grade students.

Seven hundred and fifty-four additional words still (1933 in all) were used by 30 per cent of the fourth grade students.

Seven hundred and sixty-nine additional words still (2702 in all) were used by 20 per cent of the fifth grade students.

Seven hundred and fifty additional words still (3452 in all) were used by 10 per cent of the sixth grade students.

Five hundred and seventy-eight additional words still (4030 in all) were used by 6 per cent of the seventh grade students.

Five hundred and two additional words still (4532 in all) were used by 2 per cent of the eighth grade students.

The misspelled words were listed for each student. Practically every word in the list of 4532 was misspelled by some one or more students; yet the highest number of words misspelled by any one student was 87, the smallest number 18. The average number of words misspelled by the 1050 students was 48.

TRANSFER OF WORDS FROM ONE VOCABULARY TO ANOTHER.

Transfer of words from one type of vocabulary to another is constantly being made. Investigation is necessary along this line. To what extent do words pass from the reading to the speaking vocabulary of children? Is it almost always indirectly through the hearing vocabulary that the transfer is made? Doesn't the handling of this phase of the work belong to the language hour? Is the spelling period the proper place to enlarge the child's vocabulary?

**A speller compiled on this information by Dr. Wm. F. Jones is published by the Capital Supply Company, Pierre, South Dakota.*

To what extent in a normal situation do words pass directly from the reading or seeing vocabulary to the writing? School-room situations are as yet in a large measure abnormal, and such occasions arise in a varying degree of frequency depending upon the general method used by respective teachers. It is well, however, to realize that such needs occur in real life only in a few special vocations.

Isn't the technique of copying, or accurate transcription, one that should be mastered as part of any good language training? Does this properly belong to the spelling period?

To what extent do words pass from the hearing to the writing vocabulary? Is this another specific discipline? Do others than stenographers have occasion to use this direct transfer?

Are the normal transfers for most people, from hearing to speaking, from speaking to writing? Isn't spelling directly related primarily to the last mode of transfer?

Such a questioning attitude toward this matter of transfer, will reveal points of weakness in many current methods of teaching spelling.

Special technique needed for the mastery of each type of vocabulary.

Getting away from social need as the ultimate motive, is the secret of much waste time, and much intellectual and moral lassitude in school. On the other hand, by allowing this real life-need to control procedure, a **special technique** will inevitably be developed in the mastery of each type of vocabulary, that will do much to develop concentrated effort and ultimate skill.

Correlation misunderstood is responsible for much confusion and dissipated effort. Each of the different types of vocabulary has its own special technique: the hearing vocabulary requires training in concentrated attention, and retention in thought of a series of words; the speaking vocabulary needs the pronunciation drills, and language exercises in enlarging the vocabulary; the reading vocabulary requires drill in ready recognition of words and grasp of the meaning in context; the writing vocabulary needs the penmanship and spelling drills.

There is a self-evident sane correlation in these last two, spelling and writing.

The skill resulting from the special technique developed in the acquisition of each type of vocabulary should be deliberately utilized whenever helpful in the other disciplines.

While syllabication, diacritical and accent marks, and phonetic systems, are essential features of pronunciation drill, and do not belong properly to the spelling discipline, still these can be called into requisition in time of need to help in the spelling of certain words—largely words misspelled because mispronounced. But that does not mean they are to take regularly a part of the spelling period.

Summary.

In summarizing this discussion of the relation of the writing vocabulary to the auditory, lingual, and visual or reading vocabularies, we offer for consideration the following conclusions:

(1) A special technique is required for the acquisition of skill in each of these types.

(2) Better results are secured when these specific disciplines are not confused, but are controlled by the purpose in view.

(3) That power or skill once possessed in any of these lines, can be transferred when necessary to the other disciplines.

Hence, in teaching spelling, it is necessary to have the ultimate need in view. It is wasteful to squander time on words that children will never have occasion to **write**. Time saved by elimination of the unnecessary, can be spent in the **mastery** of the essential.

THE PLACE OF METHOD IN TEACHING SPELLING

There have been radical changes in method since the results of teaching spelling were brought to public notice by the tests of Rice and Cornman. These well-known tests have done much to arouse interest in securing reliable data concerning spelling. *scientific method* of testing results has become necessary—

opinion has no bearing in the case. The only valid testimony is that based upon tests planned and carried out along strictly scientific lines. We are familiar with the startling conclusion of both Rice and Cornman that spelling as generally taught is dependent upon general development, grade, and upon the efficiency of the teacher, and not upon time or method.

Cornman's second test, where spelling books, stated periods of study and home lessons, were all abandoned in certain classes, and tests given at the end of each year for three years, convinced many of the skeptics that the conclusion as given above is correct. The result of this second test was that there was no appreciable difference between the spelling efficiency before and after the abandonment of daily spelling periods.

CLEVELAND TEST.

J. E. W. Wallin of the Cleveland Normal Training School undertook a test in the Cleveland schools. He felt that drill of the right kind must produce results. By vigorous method, including a well planned system of strong incentive, there was a marked increase in spelling efficiency from 1905 to 1908 from 74 per cent to 94 per cent.

In the 1908 N. E. A. contest, the Cleveland schools ranked highest.

In 1910 and 1911 the experiments with tests were continued. The average obtained was 97 per cent: 25.8 per cent higher than Rice's; 25.7 per cent higher than Cornman's.

Mr. Wallin's conclusions, in brief, are as follows: Spelling is of instrumental value, therefore must become automatic. Drill is necessary to the formation of the spelling habit. The psychological laws governing automatization of behavior are initial focalization and attentive repetition.

Drill technique:

- (1) Initial focalization on two new words per day by printing in large type, using in sentences, or finding in dictionary;

- (2) Attentive repetition secured by weekly reviews and by oral and written contests at different periods. (Spelling time consumed 5.96 per cent of school time as against 7.22 per cent in several leading cities.)

Teaching spelling by a well organized drill gives more satisfactory results than teaching it exclusively by the incidental method. Spelling Efficiency in Relation to Age, Grade, and Sex, and the Question of Transfer is an experimental and critical study of the function of method in the teaching of spelling, by Mr. Wallin. The following extract from the able discussion is a summary of conclusions. We strongly recommend a careful reading and rereading of these conclusions:

Extract from "Spelling Efficiency."

By J. E. W. WALLIN, Ph.D.

1. Syllabication is an aid to spelling, pronunciation and enunciation. It aids the child in talking and reading more distinctly.

2. Interschool contests revive interest in spelling and vitalize the work, but they are attended by various dangers, and the comparisons are not always just measures of the relative efficiency of the work done in different schools, because conditions vary widely. They do furnish legitimate incentives and effective stimuli, but require careful regulation.

3. Spelling efficiency is a function of spelling method, perhaps to a greater extent than it is a function of any other factor. Better spellers can be produced by the employment of a rational drill. There is no specific that will rank with a good drill as an effective remedy for poor spelling.

4. Two of the prime elements of a good spelling drill are the intensive daily focalization of consciousness upon a limited number of words, and attentive follow-up drills or reviews, which should be continued until a state of relative automatism has ensued.

5. The drill should not be employed exclusively. Incorrect spelling should be corrected in all the written work, and correct spelling should be made a conscious ideal in all studies. Incidental teaching should therefore supplement the drill. It is needed to vitalize the work, and to develop the ability to use or apply what has been learned in actual practice.

6. Instruction in spelling, however, should be essentially a process of teaching instead of unteaching; i. e., the pupil should be given as little opportunity as possible to acquire incorrect spellings. Spelling lessons should not be confined to teaching the orthography of words which it has been discovered the child has misspelled. The correct forms should be anticipated, both in the incidental exercises and the *drills*.

7. The words selected for intensive drill treatment should vary according to the character of the school population. The words for the average school are too difficult for a "steamer" school. There should be separate lists for foreign children, for the younger children, and in advanced classes, for children preparing for specialized vocations. Moreover, it is also important to emphasize that—

8. The words selected should be identical with the words in frequent use in the school and community environment. It is wasteful to drill on words which the child will probably never use. The object of the drill, as already explained, is not to develop a universal spelling efficiency. The drill develops specific spelling ability primarily. While this remains true, it has been shown that there is a decided tendency to generalize when the elements are similar or identical in different situations, so that the ability to spell lists of words is available with a very slight loss in written compositions. Yet no method will develop an efficiency so general that it will embrace any word whatsoever. We must, therefore, drill primarily upon words which it can be foreseen the child must spell in his out-of-school writing. Spelling drills should prepare directly for life.

9. A thorough drill is particularly valuable for the poor spellers.

10. Teaching spelling exclusively by a well organized drill gives more satisfactory results than teaching it exclusively by the incidental method.

11. Children differ in ideational and memory type. Spelling should, therefore, be so taught that appeal will be made to a variety of mental images, particularly the visual (through the presentation of visual characters), the auditory (through the sounding of words), and motor or auditory-motor (through analytical copying or writing, whispered vocalization or distinct pronunciation). This conclusion is enforced by several experiments, but the pedagogy of the matter has not been sufficiently worked out. Meantime it is advisable to make a liberal rather than a limited appeal to various types of imagery.

That drill of the right kind is a large factor in spelling efficiency has been proven in the Cleveland schools.

Comparative Experiments in Methods of Teaching Spelling.

The teacher is referred to the Teachers' College Record for January, 1912, Comparative Experimental Teaching in Spelling (published by Teachers College, Columbia University), for the ablest discussion of this phase. The monograph is divided into two parts.

Part I. The Improvement of Instruction in Spelling, by
Henry Suzzallo.

Part II. Experimental Studies in the Teaching of Spelling, by Henry Pearson.

Doctor Suzzallo's Teaching of Spelling in the Riverside Monograph Series contains a scholarly analysis of the whole situation as regards method, and is full of practical help for the teacher. As stated in the Preface, reports of experiments are forthcoming from a number of our State Normal Schools. The teacher equipped with these helps should contribute much to the spelling efficiency of the pupils in her school. We hope to send out toward the end of the year, tests of this efficiency that ought to prove valuable in estimating progress. The teachers are urged to give the initial test provided on another page, as soon as they receive this bulletin, and to keep an accurate account of the results. This will make it possible to estimate results of the year's work.

Dr. Lewis Terman and others under his instruction are at work on a scientific method of testing results. This may be available before the close of the year.

A FEW FUNDAMENTAL PRINCIPLES

Certain evident principles are now quite generally accepted, e.g., (1) **teaching** spelling should assume first place—**testing** is only a phase of **teaching**.

(2) Greater effort is necessary to establish the correct association after an incorrect association has been formed than in the initial learning. ("An ounce of prevention is worth a pound of cure.")

(3) The normal order of association should be meaning, pronunciation, spelling.

(4) Contentful spelling decreases the need or amount of drill.

(5) Time should be provided for careful diagnosis of spelling errors.

(6) Errors are individual and should receive analytical treatment.

(7) Careful diagnosis should be followed by the skillful substitution in a normal set of new and correct habits. "A

true correction can be made by substituting a completely new chain of associations, without aiming to use an inhibitive associate. The teacher should establish a new neural path beginning with meaning and leading through pronunciation to correct written form, and exercise it so well that it would become the path of least resistance, leaving the whole incorrect association to fade out through disuse."

(8) There is no rational learning without concentration.

(9) Concentration of effort is secured by adequate motivation—some feeling of need, difficulty, interest.

(10) Learning is more rapid when the learner is informed of results.

(11) Confidence that follows successful learning increases ability.

(12) There is a maximum time for sustaining attention upon material to be learned, beyond which any forcing results in waste.

(13) Learning is not so rapid when monotony or fatigue is present.

(14) Suggestions should be given of method when need is greatest.

(15) Most individuals learn more easily through some form of imagery or combination of types.

Principles Under Dispute.

(16) There is no guarantee that material presented through one or several senses is learned or remembered by the corresponding imagery.

(17) The dominant imagery of an individual may vary at different ages.

(18) The genetic order of association of imagery in spelling is auditory and motor, then visual and motor.

(19) Most experimenters have found that an auditory presentation is better for younger children.

(20) The effectiveness of visual presentation gradually increases and with older children gives better results than the auditory.

(21) A visual-auditory presentation is more efficacious than either alone. (Not entirely reliable, also disputed.) Meumann says the best method is "to combine the sight of the new word with the copying of it, plus at least the whispered pronunciation of its constituent elements."

(22) Different classes of words should be learned through different senses and associations (probable).

Words of an irregular type should be learned as sensori-motor material;

Words belonging to phonetic classes, or classes according to origin, require the rational element.

(23) The method that brings the best result in immediate recall is not necessarily the method which will insure permanency of memory.

Attentive repetition aids memory.

Motivation lessens need of repetition.

NOTE.—It is essential to remember that so far the body of material secured by experimenters is too meager and too unstable to be organized into a psychology of spelling such as we have for reading and writing.

A SUGGESTIVE METHOD FROM A RECENT EXPERIMENTAL STUDY.

Steps in Teaching Spelling.

1. Write one of the words on the blackboard and teach it in accordance with the following plan. Then write the next word, teaching it in the same way. Continue in the same way throughout the list.

(a) While writing the word pronounce it distinctly.

(b) Develop the meaning orally either by calling for a sentence using the word or by giving the definition.

(c) Divide word into syllables. Call on pupils to spell orally by syllables. Have them indicate what part of the word presents difficulties, or whether the word *contains* 'they already know'.

(d) Have pupils write the word, pronouncing it softly as they write.

(e) Allow the class a moment in which to look at the word again, and then have them close their eyes and try to visualize it, or use any other device of a similar nature. Have considerable repetition, both oral and written.

2. After the various words of the day's lesson have been studied in this way, allow a few moments for studying again the whole list, suggesting that each pupil emphasize the words he thinks most difficult. This time should be limited so that every pupil will attend vigorously and intensively. Call upon pupils individually and in concert to spell the whole list without looking at the board. Refer them to the board again when they hesitate.

3. Erase all words from the blackboard and dictate to the class, using each word in a sentence first, then pronouncing it distinctly alone.

AN INTERESTING TEST TO DISCOVER INDIVIDUAL METHOD OF LEARNING.

Indirect Tests Suggested by Binet.

Display or uncover a list of ten words, one every two seconds, and have the class write the words remembered at the end of the exercise. Pronounce ten simple words at intervals of two seconds, and have the children write the words remembered at the end of the exercise. Give another list, pronouncing the words as above, and have the children write and pronounce each word, and rewrite at the end of the exercise the words remembered.

The first is to test visualizers, the second audiles, the third motiles, or else the mixed type. In a few days prove your conclusions by seeing which list is best remembered.

Cornman's Analysis of Spelling Errors as Part of Test.

- (1) Motorial errors: due to motor inco-ordination.
 - (a) omissions—**survyng** for **surveying**;
 - (b) additions—**wolfe**;
 - (c) change **trumb** for **thumb**;
 - (d) confusion of **n** and **m**;
 - (e) transposition of letters;
 - (f) wrong letter doubled;
 - (g) attraction—**roap** for **rope**.
- (2) Sensory errors; due to sensorial inco-ordination.
 - (a) phonetic association—**Wensday**;
 - (b) confused combinations: **ei** and **ie** single and double consonants;
 - (c) errors due to a complication of motorial and sensorial inco-ordinations.
- (3) Motorial and sensorial errors occur with the same frequency; one fifth of the sensorial errors due to reliance upon phonetics; one fourth of all to the confusing alterations of the English language.

Did the last generation spell better than the present? In 1905, in Springfield, Mass., an unexpected discovery of old examination papers consisting of twenty words, such as **evanescent**, **feignedly**, **chirography**, given to 85 second-year high school pupils, showed that only 40 per cent of all the words were spelled correctly. Fifteen students only obtained 70 per cent, twenty-three missed 17 words or more, nine had one right, two had none. The same words were given to 245 ninth-year pupils in Springfield with the result that 51.2 per cent of all the words were spelled correctly.

INSTRUCTIONS FOR THE USE OF THE BULLETIN.

Frank comment, including criticism favorable or adverse, is asked of teachers undertaking the trial of this speller-bulletin. The following are questions that suggest the type of comment:

Is the choice of words suited to the needs of the children of *the respective grades*?

What number of words do you find it possible to teach thoroughly each day? What words are most frequently misspelled even after careful teaching? Check these in the alphabetical list at the close of each grade.

Does the grouping of the words make it possible to present the word in a normal setting?

Are the suggestions helpful to the teacher?

Would it be well to incorporate in a student's edition, the suggestive questions accompanying each lesson?

Is a teachers' edition similar to the present bulletin an aid in the teaching of spelling?

Would a full alphabetical list of all the words at the close of the students' edition be useful?

Would review lists in addition to the method of review suggested, be helpful?

What additional features would you suggest as helpful in a speller? Write the comment in the blank spaces in the pages opposite the lists. Pages are provided at various places for longer comment.

From the writing vocabulary of children the phonograms have been listed separately. They occurred in the following proportions:

Second grade	-----	750
Third grade	-----	120
Fourth grade	-----	60
Fifth grade	-----	100
Sixth grade	-----	100
Total	-----	1130

These words present little if any difficulty after the second and third grade, or after the first laborious attempts to write. Their spelling is largely a matter of writing—linking the letters together properly. The recognition and pronunciation of these is accomplished in the method reader work. As they occur in the composite writing vocabulary, the meaning must have been grasped already.

It is wasteful beyond expression not to utilize the thorough drill in phonograms which is so large a part of the school work in the first and second grades, so as to make the spelling of these words a permanent acquisition. An effective correlation could be established between the recognition and pronunciation of these phonograms, the writing of them, and the spelling.

As the schools are following different systems of writing, and different method systems in reading, it would be useless to attempt any organization of these phonograms. They are arranged in "families," and listed without separating the larger mass into grades. The teacher can utilize these as they fit into her scheme of reading and writing.

The claim is made that the list is valuable, as it has not been arbitrarily prepared, but has been segregated and grouped from the actual writing vocabulary of children in the grades under which the words are listed. Teachers are urged to comment freely here, and to aid in every way possible by suggestion and report of experience in handling this phase of the work.

SCHEMES FOR REVIEW.

There has been no attempt to number the lessons. The number of words in each grade list is small enough to allow **mastery** of even less than ten words a week, the addition of words of a local or transient type, and a system of reviews. It is desired that teachers using this book, record the number that they can teach **thoroughly**, the lists of local or transient words they find necessary to add, and the system of review they find most effective. The consensus of opinion of trained teachers based upon actual experience is of more value than a superimposed scheme without this information.

Local and transient needs should be met constantly by lists compiled by the teacher in anticipation of the need. One day each week could be used to advantage here. The danger is that words may be selected that are not and never will be a *part of the child's writing vocabulary*.

A possible scheme for review is to devote Friday's spelling period to a review of the week's words with the addition of left-over words not mastered in previous weeks. Once a month there should be a cumulative review. Incentive should be provided liberally. Devices stimulating endeavor are about to be published in the San Diego Normal Bulletin on Spelling.

Children should be guided to make alphabetical lists of the words they individually misspell. Such lists and those at the close of each grade's work are a ready reference, particularly valuable for the younger children. Other schemes for review are found in the directions to teachers throughout the book. A weekly cumulative review has proven effective in a number of instances that have come under the writer's notice.

Interested teachers make interested pupils. May we enlist the interest of progressive teachers in the tests provided in another part of the present volume, in the forthcoming bulletins from the different Normal Schools, in the new books just from the press, in fact in all that will make this cooperative experiment in the teaching of spelling as successful as possible?

PHONOGRAMS

it	kite	in	line
hit	write	tin	mine
lit	white	win	wine
sit	bite	begin	dine
dig	six	hid	hide
big	mix	slid	slide
pig	fix	lid	side
till	kind	wind	ring
will	mind	grind	bring
still	blind	behind	sing
spill	find	bind	king
sink	sick	sir	wire
think	thick	stir	tire
pink	quick	fir	fire
stink	tick	girl	hire
whip	like	him	kiss
milk	strike	slim	miss
silk	life	swim	wish
limp	knife	this	inch

NOTE.—The last list is a miscellaneous one. Wherever the word is starred, it is not found in the second grade writing vocabulary, but occurs in a later grade.

Phonograms

no	rob	dog	shock
go	cob	log	rock
so	knob	hog	mock
old	cold	scold	mole
gold	told	fold	pole
sold	hold	bold	stole
long	wood	moon	broom
song	good	noon	room
wrong	stood	soon	boom
book	look	fool	root
brook	shook	stool	boot
cook	took	spool	shoot
got	pot	cost	corn
lot	shot	lost	horn
spot	rot	frost	thorn
broth	for	grow	wrote
froth	nor	know	vote
not lost	not cold	may not	does not
not so	not wrong	must not	do not

Phonograms

rob	dog	shock
cob	log	rock
knob	hog	mock

cold	scold	mole
told	fold	pole
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wood	moon	broom
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pot	cost	corn
shot	lost	horn
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for	grow	wrote
nor	know	vote

not cold	may not	does not
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Phonograms

fun	duck	dug	hung
run	struck	jug	sung
sun	suck	rug	stung

drunk	shut	dust	rust
sunk	but	just	crust
trunk	nut	must	trust

churn	jump	bud	pull
turn	bump	mud	full
burn	lump	fudge	bull

ail	small	oil	joy
fail	hall	boil	toy
call	roll	spoil	boy

roost	jerk	bolt	pond
boost	clerk	colt	fond

a fair game	a fair child	going to the fair
a fair rule	a fair girl	going to the fair-grounds

Phonograms

car	star	care	card
far	jar	square	hard
scar	bar*	scare	yard
bark	chart	wart	harp
dark	quart	part	barn
mark	start	dart*	warm
dead	thread	eight	light
head	bread	sleigh	night
spread	ahead	freight	might
cry	cries	crying	cried
fly	flies	flying
try	tries	trying	tried
dry	dries	drying	dried
fry	fries	frying	fried
lie	lies	lying
tie	ties	tying	tied

Phonograms

blade	make	ape	gave
grade	shake	scrape	wave
shade	take	tape	save
trade	bake	cape	ate
wade	rake	awake	date
same	ace	age	gate
blame	face	stage	hate
tame	lace	cage	late
came	race	chase	slate
lame	trace	erase	skate
nice	ride	mile	fine
rice	side	pile	line
twice	slide	while	shine
slice	wide	awhile	vine
time	wipe	more	sore
lime	ripe	swore	tore
dime	pipe	wore	before
those	broke	spoke	drove
close	smoke	choke	stove

a pane of glass
a drygoods sale

rode a mare
made a kite

Phonograms

black
hack
track
whack

lad
glad
had
mad

bag
tag
rag
flag

can
man
pan
ran

and
stand
an
than

thank
spank
drank
rank

as
ask
task
has

fast
last
past
mast

cat
hat
pat
sat

that
lath
bath
catch

bell
tell
shell
fell

spell
swell
well
sell

men
ten
then
when

lend
send
end
bend

crept
kept
swept
wept

went
spent
lent
bent

best
rest
mesh
fresh

bet
get
let
wet

bled
fed
led
red

leg
them
met
yet

Phonograms

new	drew	saw	shawl
grew	few	gnaw	straw
screw	knew	law	draw
threw	chew	crawl	paw
cow	owl	brown	drown
how	growl	frown	towel
now	howl	town	trowel
sow	fowl	clown	crown
snow	slow	crow	own
show	sow (seeds)	flow	grown
blow	throw	mow	flown
low	row	glow	thrown
round	around	spout	mouth
found	sound	sprout	south
pound	count	stout	brought
ground	amount	about	thought
load	foam	board	throat
toad	oak	boat	oath
loaf	soak	coat	coast
coal	soap	float	coax

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paid	braid	east	read
jail	afraid	seat	each
paint	hail	cheat	peach
wait	gain	neat	teach

lead	lean	near	speak
cream	mean	year	tea
dream	bean	grease	pea
steam	clear	tease	leaf
team	ear	squeal	meal

day	nay	pray	to-day
hay	pay	stay	play
lay	say	stray	gray
gay	ray	away	clay
may	way	bay	dray

deep	sweep	three	seen
keep	asleep	feed	green
peep	feet	bleed	sneeze
sheep	sweet	weed	breeze
sleep	see	seed	squeeze

eat **meat**
beat the rug

steal the apple
a **dear** child

dear mother
dear father

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mark	start	dart*	warm
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head	bread	sleigh	night
spread	ahead	freight	might
cry	cries	crying	cried
fly	flies	flying
try	tries	trying	tried
dry	dries	drying	dried
fry	fries	frying	fried
lie	lies	lying
tie	ties	tying	tied

Phonograms

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grade	shake	scrape	wave
shade	take	tape	save
trade	bake	cape	ate
wade	rake	awake	date
same	ace	age	gate
blame	face	stage	hate
tame	lace	cage	late
came	race	chase	slate
lame	trace	erase	skate
nice	ride	mile	fine
rice	side	pile	line
twice	slide	while	shine
slice	wide	awhile	vine
time	wipe	more	sore
lime	ripe	swore	tore
dime	pipe	wore	before
those	broke	spoke	drove
close	smoke	choke	stove
a pane of glass		rode a mare	
a drygoods sale		made a kite	

Phonograms

black	lad	bag	can
hack	glad	tag	man
track	had	rag	pan
whack	mad	flag	ran
and	thank	as	fast
stand	spank	ask	last
an	drank	task	past
than	rank	has	mast
cat	that	bell	spell
hat	lath	tell	swell
pat	bath	shell	well
sat	catch	fell	sell
men	lend	crept	went
ten	send	kept	spent
then	end	swept	lent
when	bend	wept	bent
best	bet	bled	leg
rest	get	fed	them
mesh	let	led	met
fresh	wet	red	yet

Phonograms

new	drew	saw	shawl
grew	few	gnaw	straw
screw	knew	law	draw
threw	chew	crawl	paw
cow	owl	brown	drown
how	growl	frown	towel
now	howl	town	trowel
sow	fowl	clown	crown
snow	slow	crow	own
show	sow (seeds)	flow	grown
blow	throw	mow	flown
low	row	glow	thrown
round	around	spout	mouth
found	sound	sprout	south
pound	count	stout	brought
ground	amount	about	thought
load	foam	board	throat
toad	oak	boat	oath
loaf	soak	coat	coast
coal	soap	float	coax

Phonograms

laid	air	please	wheat
paid	braid	east	read
jail	afraid	seat	each
paint	hail	cheat	peach
wait	gain	neat	teach

lead	lean	near	speak
cream	mean	year	tea
dream	bean	grease	pea
steam	clear	tease	leaf
team	ear	squeal	meal

day	nay	pray	to-day
hay	pay	stay	play
lay	say	stray	gray
gay	ray	away	clay
may	way	bay	dray

deep	sweep	three	seen
keep	asleep	feed	green
peep	feet	bleed	sneeze
sheep	sweet	weed	breeze
sleep	see	seed	squeeze

eat meat
beat the rug

steal the apple
a dear child

dear mother
dear father

Phonograms

name	names	cake	cakes
game	games	lake	lakes
spade	spades	snake	snakes
babe	babes	flake	flakes
nail	nails	chain	chains
quail	quails	train	trains
tail	tails	stain	stains
snail	snails	brain	brains
camp	camp	band	bands
lamp	lamps	hand	hands
stamp	stamps	sand	sands
tramp	tramps	land	lands
wall	walls	stalk	stalks
stall	stalls	walk	walks
ball	balls	talk	talks
fall	falls	chalk

a pair of shoes

two pairs of shoes

a pail of water

two pails of water

a tall stake

two tall stakes

Phonograms

face	faces	page	pages
race	races	cage	cages
place	places	range	ranges
lace	laces	change	changes
branch	branches	bench	benches
ranch	ranches	edge	edges
chance	chances	hedge	hedges
dance	dances	ledge	ledges
grass	grasses	match	matches
glass	glasses	latch	latches
lass	lasses	scratch	scratches
class	classes	patch	patches
ditch	ditches	dish	dishes
switch	switches	dress	dressess
inch	inches	bunch	bunches
pinch	pinches	lunch	lunches
box	boxes	bush	bushes
fox	foxes	fuss	fusses
moss	mosses	breeze	breezes
boss	bosses	blush	blushes

First Grade—Phonograms

sack	sacks	neck	necks
stack	stacks	speck	specks
quack	quacks	wreck	wrecks
crack	cracks	deck	decks
brick	bricks	rock	rocks
kick	kicks	flock	flocks
stick	sticks	clock	clocks
pick	picks	block	blocks
bed	beds	stem	stems
sled	sleds	hem	hems
shed	sheds	gem	gems
knee	knees	screen	screens
tree	trees	wheel	wheels
weed	weeds	week	weeks
sheet	sheets	creek	creeks
heel of a shoe		two heels of the shoes	
a pet deer		a herd of deer	
a steel fork		two steel forks	

Phonograms

pen	pens	nest	nests
wren	wrens	vest	vests
hen	hens	test	tests
den	dens	pet	pets
fist	fists	lip	lips
wrist	wrists	ship	ships
twist	twists	tip	tips
sting	stings	drink	drinks
thing	things	brink	brinks
swing	swings	splint	splints
string	strings	skin	skins
strap	straps	shop	shops
wrap	wraps	crop	crops
tap	taps	chop	chops
map	maps	top	tops
tub	tubs	pump	pumps
duck	ducks	stump	stumps
drum	drums	trunk	trunks
gun	guns	crust	crusts

FIRST GRADE

The words on this page are those whose spelling is more or less arbitrary. They are to be learned in addition to the phonograms. They have been selected because of their being needed most in the first attempts in writing sentences.

The first grouping of eight are the names of the members of the household. These have the close personal interest and are among the first needs in writing. The children usually wish to write to some member of the family, and require these words.

In the second group, the word which is used before the words learned in the first group. This word should be given special care as it is recorded as the "arch-demon" in the spelling tests. It should be written frequently before many of the words learned in the phonogram lists. There has been an attempt to group the remaining words, so that there is an implied relation. The intent has been to have the children learn the word in context. A sentence is not always necessary to secure this connection.

In the third group, for instance, I do, could be written together. The could be supplied before the next two pairs—The girl does—The baby goes. Ask a question that can be answered by these groups, e.g., Who knows this word? I do. Write it on the board. Let all who know the next word, write I do on the board. Does the girl or boy know the word? The girl does; or the boy does. Write it, etc. Borrow words from the phonogram lists to make interesting groupings, e.g.,

dear mother dear brother dear father dear sister

Encourage the children to make sentence groups of the words on this page, e.g.,

The girl goes to school.

The baby goes to mama.

I learn the story.

The groups at the foot of the page are difficult combinations, and require special care. Introduce them into as natural a setting as possible. When they are given in such a situation, write them on the board while the child says them. Repeat the process until the pupils have seen the words written a number of times. Let some one take the teacher's place and write the words. Then let a model of the two or more words be placed before each child at the board, and let him write a sentence using the words. As most of these are "eye words" there is little gain, if not confusion, in the oral spelling of these.

First Grade

mama	mother	brother	uncle
papa	father	sister	aunt
which	which	which	which
sister	aunt	uncle	brother
I	girl	baby	yes
do	does	goes	noise
learn	use	hurt	have
story	fork	bird	egg
from	of	on	to
here	both	pony	school
very	party	have	have
pretty	to-day	gone	done

only one
may be so

You are here.
They were here.

have been here
if they were

SECOND GRADE

The grouping has been continued on this page. There is a grammatical relation between each two words. By placing them together, we create a context—an association, that removes the word at once from a mere isolated sequence of letters to be mastered.

Every word has been taken from the writing vocabulary of second grade children, and the attempt has been to restore them to a natural association. The grouping suggests methods of introducing the words. They may be written following one another with **the** inserted, e.g.,

among the children	over the window
behind the cradle	off the horse

Each group could be built into a sentence, e.g.,

He hid behind the cradle.

He fell off the horse.

The next group may be similarly treated. A number of the groups may easily be built into a sentence by capitalizing the first word and inserting the article when necessary, e.g.,

Buy butter.	Carry the ladder.
Climb the chimney.	Help the city.

The difficult groups of words at the close of the page should be built into sentences, and occasions furnished for repeating a number of times in a natural setting.

Second Grade

among children	over window	behind cradle	off horse
under wagon	since yesterday	with ruler	toward church
buy butter	carry ladder	caught lion	climb chimney
held bottle	help city	hoe garden	add number
own pencil	move key	paper house	said word
want apple	watch shadow	wash floor	watch fairy
great world which city	Who was here? Were they here?	have to go used to climb	

SECOND GRADE

Adjective and Noun

Here are a number of words that belong together.

Do you think rainy should go with weather?

Would it go with woman or?

Does and belong with vessel or.

Put these words in groups with a before each group, e.g.

a rainy weather.

a woman and.

What places on the page can you not go to? Find a silent k on this page. Would you ever believe that a tiny word like any is one of the words most frequently misspelled? Wary is another. Of course if you learn one you can learn the other at the same time, etc.

Second Grade

happy	young	loud	large
mother	woman	noise	dollar
other	easy	even	only
point	lesson	dozen	girl
blue	little	front	dirty
cloak	doctor	garden	apron
these	this	such	summer
stockings	puddle	children	suit
rusty	short	language	step
point	shoe	lesson	ladder
loud	pocket	any	happy
laugh	comb	corner	Christmas

many a time	Who will be here to-morrow?	which bubble
a dizzy head	Who was here yesterday?	which lesson

SECOND GRADE

The words have been listed under special headings. Let the children discover the heading. Tell the children that **b** has a way of stealing in after **m** in many places in the English language—sometimes at the end of the word and sometimes in the middle. Find another word on this page with a silent **b**. Let the children have devices for remembering a troublesome word, e.g.,

We make **our** bread of **flour**.

What is the hardest word on this page? Is it **sugar**?

There are a number of what Dr. Jones calls "arch-demons" in the groups at the foot of the page: **once, again, every, here, ready, some**.

Drill thoroughly on these. Create a number of "sentences" for them.

Second Grade

eye	toe	tooth	teeth
heart	finger	thumb	elbow
spider	chicken	parrot	goose
wasp	hawk	quail	geese
lion	kitten	rabbit	horse
mouse	puppy	lamb	bird
pepper	flour	tomato	cheese
salt	sugar	potato	coffee
butter	crumb	bowl	apple
jelly	pudding	dipper	cherry
dinner	party	yellow	stove
supper	candy	pumpkin	water
once again	What is here?	some money	
every morning	Are you ready?	a month ago	

SECOND GRADE**Alphabetical List**

The words are listed here alphabetically for convenient reference and for review. It is well to teach the little people to find a word in the list readily. Such a lesson is really the first dictionary lesson.

Another similar device is to teach the children to list their own misspelled words under the initial letter, and to refer to their own "dictionary lists" when they need to know how to spell the word again.

Second Grade—Alphabetical List

add	chicken	does	gone
again	children	dollar	great
ago	chimney	done	happen
alone	church	easy	happy
always	Christmas	elbow	have to
among	city	even	hawk
any	climb	ever	heart
apple	cloak	every	held
apron	coffee	eye	help
behind	comb	fairy	hoe
blue	corner	father	horse
bottle	cradle	finger	house
bowl	crumb	first	hurry
brother	curly	floor	its
bubble	dinner	flour	jelly
butter	dipper	front	key
buy	dirt	garden	kitten
carry	dizzy	garter	ladder
caught	do	geese	lamb
cheese	doctor	goes	language

THIRD GRADE

The treatment of these phonograms depends largely upon the method adopted in reading. The teacher can adapt these lists to whatever terms and charts are used in the reading or writing work.

The points to be made on this page concerning the adding of **ing** are as follows:

The first six end in a vowel sound equivalent to long **o**. The **ing** is added without any change. So if the children know how to spell the words in the first column, there is no trouble in spelling the words in the second column.

Let the children copy the words. It would be well to have them copied on the board under direction at first, then copied at their seats. The aim is to fix the correct forms.

It is necessary to the permanent grasp of the words to present in some context at first. One of many devices is to ask a question to be answered by the words in the list, e.g.,

How do the winds blow in March? They **blow** hard.

What do the farmers grow in summer? They **grow** corn.

Pursue a similar method with the other lists. Show that in one list the words end in two consonants instead of one. Again there is no change in adding **ing**. Let the pupils begin to feel that it is necessary to look for these facts before adding the **ing**.

If the word ends in **ow**,

if the word ends in two or more consonants,

if the word contains two vowels together in the middle,
the **ing** is added without any change.

There is a distinct gain in calling attention to the details of the word. The work in the phonograms done in the first and second grades, should be repeatedly utilized in these succeeding grades. There is great value in continuing the exact pronunciation and articulation secured through the phonogram work. Permanent value could thus be given to much that is lost at present by dropping this work after the second grade.

Third Grade

	blowing	lead	leading
	growing	read	reading
	sowing	cheat	cheating
	crowing	dream	dreaming
ow	borrowing	heat	heating
w	following	squeal	squealing

	talking	wait	waiting
	walking	paint	painting
l	crawling	hail	hailing
	sawing	nail	nailing
	clawing	aim	aiming
r	gnawing	mail	mailing

	washing	rain	raining
a	warming	gain	gaining
f	farming	stain	staining
	arming	camp	camping
m	swarming	tramp	tramping
	starting	stamp	stamping

he	apple	peal of the bell
g	the apple	peal after peal of the bell
l	the apple already	pealed the knell

THIRD GRADE

In each of these lessons, build the groups into as simple sentences as possible. Repeat the more difficult in other groups, e.g.,

lose a nickel

choose a tablet

buy an umbrella

copy the lesson

Remember that **lose** has lost one of its o's.

Third Grade

build	fasten	pleased	copy
fence	buckle	people	example
learn	deserve	obey	remember
lesson	holiday	parents	umbrella
dodge	measure	invite	open
danger	pavement	friend	drawer
hitch	sweeten	allow	daub
donkey	cider	holiday	picture
tickle	buy	lose	cover
elephant	groceries	breath	kettle
empty	papered	caught	sew
buckets	closet	nickel	towel
open	choose	sign	promote
window	lilac	tablet	niece
burst	pour	lose	forget
harness	molasses	blood	nickel

THIRD GRADE**A Page of Double Letters**

Write each of these words after pronouncing and noticing the short vowel sound in each one. After writing the words, underscore the double letter.

Third Grade

butter	kitten	cattle	little	mellow
better	mitten	bottle	brittle	fellow
bitter	written	rattle	battle	follow
matter	rotten	kettle	tattle	hollow
letter	fiddle	bubble	arrow	yellow
scatter	middle	gobble	harrow	willow
patter	paddle	wabble	to-morrow	pillow
peddle	saddle	carry	cherry	hammer
puddle	riddle	hurry	berry	hammock
sunny	barrow	hello	banner	supper
summer	borrow	gallon	manner	suppose
happy	muddy	pepper	carrot	dizzy
happen	kennel	dipper	parrot	fuzzy
puzzle	chilly	pretty	taffy	waffle
drizzle	hilly	rabbit	apple	skillet

THIRD GRADE

Phonograms

The words in the first three lists are names of things. Add **s** to each of these. What happens in **base**, **case**, **pledge**, **press**, **price**, **race**, **stitch**, and **thrush**?

Do you see why? As you add the **s**, put the word into a group, e.g.,

bales of hay

large **lots**

firm **bases**

warm **baths**

Add **ing** to each of these words. Be sure to drop the **e**.

Add **ing** to these words, but be sure to double the last letter of the word to which you add the **ing**, thus:

blotting

fretting

batting

mopping

Add **ing** to these words, but do **not** double the last letter, because these end in two consonants.

Third Grade—Phonograms

bale	blot	case	curl
base	brain	cave	file
bat	brow	chain	flea
bath	cane	crown	grade
grain	keg	pledge	prop
hall	mop	Pods	race
hump	phone	press	rind
jaw	plant	price	rod
sea (water)	stripe	trip	scream
sight	team	tumble	scrap
stain	tool	vase	thrush
stitch	trick	vote	yell
bake	file	rise	tattle
bathe	praise	score	tumble
blaze	raise	stare	whittle
fade	hope	poke	cave
blot	mop	skim	scrub
bat	prop	skip	shop
fret	scrap	trip	hop
bawl	lack	press	risk
crown	plant	preach	track
whirl	wink	wring (clothes)	yell

THIRD GRADE

Use these words with a noun (name of something), e.g.,

bald head	brass bed	stuffed turkey
baked beans	brown hair	brave man

Put a word before these words to describe the things named, e.g.,

raw beef	black ink	fair weather
cold beer	great risk	high brow

These are words spelled alike. Look at them carefully and then write them as they are written in the lesson.

Study these little sentences: **Wrist** and **wring** both have a **w** at the beginning. Do you think your teacher can catch you on any of these words?

Third Grade—Phonograms

l	brave	fond	plain
ed	clear	gray	pure
ss	cloth	nine	queer
wn	flat	pale	quick
fed	thin	true	weak

f	brow	food	heat
c	cloth	fort	hose
	lime	notch	plank
s	starch	tally	team
ther	wool	sail (of a boat)	scream

ak	whirl	team	heat
ik	girl	scream	beat (a drum)

	taught	tool	coop
l	caught	school	scoop

ag the clothes dry.	The boat sails to-morrow.
g the bell.	The boy beats the drum.
woman wrings her hands.	The sea is rough to-day.
r are ringing the bell.	Did you see the sail of the boat?

THIRD GRADE

Homonyms

Use each of these groups of words in a sentence. Try to make this class an exception, by spelling every one of these words correctly. How many will be perfect in the examination in this page? Your teacher will review these words many times. So be sure of them the first time, and it will save much time and trouble.

These are only suggestive hints for the teacher. Use all the devices possible to fix these troublesome homonyms. The endeavor has been to let the homonyms appear first always in the context. Experts are at work finding out whether it is better to teach these words by the separate or together method.

The teacher would bring added interest to the work by reading such reports of experiments as are recorded in the *Teachers' College Record* of January, 1912. The number is entitled *Comparative Experimental Teaching in Spelling*. It would acquaint the ambitious teacher with the proper mode of experimenting in her own school.

Word Groups

mail-box	long hair	horse's mane
mail-bag	dark hair	long mane
mail-man	light hair	short mane
sail of a boat	meet a friend	to steal a ride
white sail	meet at the corner	wrong to steal
dark sail	meet here	to steal a pin
little maid	dear little maid	dear aunt
pretty maid	dear mother	dear uncle
sweet maid	dear father	dear brother
piece of pie	hear the bell	a hard knot
piece of paper	heard the bell	tie a knot
a small piece	hears the bell	untie the knot
a red beet	rode away	write the letter
a beet garden	rode on a horse	to write a letter
a pile of beets	rode on a street car	to write a letter

Give him a piece of pie. Meet the mail-man and get the mail.

Give me a _____ of pie. Comb the horse's mane.

Have you any? Give the letter to the little maid.

THIRD GRADE

These number words are sometimes misspelled, especially **eighteen** and **nineteen**. The suffix is **teen**. The original words are the same in **fourteen**, **sixteen**, and **seventeen**, and **nineteen**. The final **t** of **eight** is omitted, because there would be too many consonants together. So there is only one **t**. **Thirteen**, and **fifteen** are changed for the sake of sound. After taking the words apart, and looking at them carefully, there seems no need of any being misspelled.

These words are similar in formation to the last lesson, with the exception of **forty**. The **u** has gone from **four**. Look at it for a few seconds and then write it correctly a number of times. How is it pronounced? Some persons are careless enough to misspell **ninety**. That seems a foolish mistake, because it is made up of **nine**, and **ty**, without any change.

Pronounce each word distinctly while looking at it. Spell it aloud, indicating the syllables. Then write it while spelling it to yourself.

These days of the week become familiar, if you have seen them written every day on the board for two years. Some day ask some one to tell you what each of the days means. When you know that **Wednesday** means Woden's day, you will always remember the **d**.

February is the only hard word, and it is not hard if you pronounce it correctly. Pronounce each slowly while looking at the word. Spell aloud, indicating syllables. Then write several times while spelling it to yourself.

Put these groups into sentences. Write the sentences. Repeat the center group, and notice how each word is spelled. Write these questions, and answer them.

Third Grade

eleven	fourteen	seventeen
twelve	fifteen	eighteen
thirteen	sixteen	nineteen

twenty	fifty	eighty
thirty	sixty	ninety
forty	seventy	hundred

add	sum	question
subtract	difference	given
multiply	remainder	example

Monday	Thursday	week days
Tuesday	Friday	Sunday
Wednesday	Saturday	Monday

July	October	January
August	November	February
September	December	April

quite sorry	Whom did you meet?	lying down
quite true	Whom did you see?	lying here
quite alike	Whom did you mean?	lying there

THIRD GRADE

These words are easy to remember if you think of them together as having the same spelling.

There, where, and here, are troublesome. There is no good reason for the amount of trouble they give.

You find **here**, in both **there**, and **where**.

Drop the **t** in **there**, and you have **here**.

Drop the **w** in **where**, and you have **here**.

Repeat the group at the foot of the page.

Fill out the groups that are incomplete.

Third Grade

bridge	finger	floor	fountain
ridge	linger	door	mountain

ever	buckle	taste	there
never	knuckle	paste	where

towel	under	flower	raise
vowel	thunder	shower	praise

fickle	motion	double	listen
tickle	notion	trouble	glisten

dairy	though	rough	cough
fairy	although	tough	trough

feather	numb	dirt	true
weather	thumb	shirt	blue
leather	crumb	squirt	glue

There is	Where is it?	Here am
There are	There it is.	Here is
There were	Here it is.	Here are

THIRD GRADE

Write the words in the first four lessons as sentences. There are a number of hard words, and a few very easy ones. **Breathe** is often misspelled by grown-up people. It is well to think of it in this way—that the final **e** makes the **ea** long, as it often does the single vowels in the phonograms.

The next two lessons are easy, if you think of the two words together.

Build the next groups of two words into sentences, e.g.,

It is not long **until vacation**.

I have not recited **since Wednesday**.

There is another silent **b** in this lesson. Where?

What other word has a silent letter?

(These questions are intended to be suggestive only.)

Third Grade

robins	people	teeth	beggars
breathe	breathe	ache	starve
babies	Santa Claus	children	monkeys
laugh	listens	recite	dance
sleeves	program	stars	boards
pucker	pleases	twinkle	splinter
teeters	acorns	children	doctor
bounce	grow	act	said
such	candy	suit	any
much	dandy	fruit	many
lazy	sister	thistle	collar
crazy	blister	whistle	dollar
until	during	into	since
vacation	vacation	island	Wednesday
body	tongue	elbow	finger
shoulder	knuckle	limb	eye

THIRD GRADE

Here are four pages of long words, but very easy ones because they are made up of words already known. Look carefully at the separate words that make up the longer word, and then write the long word several times, looking each time to see the two little words in the long one.

Third Grade

in side	inside	my self	myself
out side	outside	him self	himself
be side	beside	her self	herself
fore noon	forenoon	it self	itself
after noon	afternoon	your self	yourself
any body	anybody	some one	someone
some body	somebody	any one	anyone
every body	everybody	every one	everyone
no body	nobody	no one	no-one
gentle man	gentleman	oat meal	oatmeal
brake man	brakeman	corn meal	cornmeal
watch man	watchman	musk melon	muskmelon
post man	postman	water melon	watermelon
moon light	moonlight	pea nut	peanut
sun light	sunlight	cocoa nut	cocoanut
twi light	twilight	chest nut	chestnut
lone some	lonesome	small pox	smallpox
hand some	handsome	chicken pox	chicken pox



Third Grade

grand mother
grand father

grandmother
grandfather

upon
upset

butter fly
butter milk

butterfly
buttermilk

pocketbook
postoffice

neck tie
hand kerchief

necktie
handkerchief

barbwire
bonfire

bare foot
run away

barefoot
runaway

cornflakes
pancakes

nick name
jack o' lantern

nickname
jack-o'-lantern

fairground
jackrabbit

cob web
hard ware

cobweb
hardware

newspaper
tissue paper

tri angle
with out

triangle
without

overalls
overshoes





THIRD GRADE

Treat this page as the former. There are a number of hard words that require to be firmly fixed both by initial focalization and by attentive repetition. **Parade** gives trouble that might be avoided if the wrong forms are anticipated and ruled out by a vigorous presentation and drill. **Angel** is so often confounded with **angle**. Try to show that **ange** has the same sound wherever you find it—**strange, range, change, arrange**, etc. Develop such little devices to fix the spelling of these unusually troublesome words. Tell the children the interesting derivation of **biscuit**.

The various forms of compounds with **any, every, and some** are here listed together. Analyze each into its parts. The compounds then present no new difficulty.

Third Grade

field	beautiful	later	thirsty
daisy	present	news	coyote

circus	giant	silent	iron
parade	wolf	family	hinge

leather	tender	sofa	rotten
harness	angel	pillow	sponge

absent	every	many	which
friend	acre	freckles	hinge

sugar	even	blue	market
biscuit	circle	ocean	basket

anyone	every	some
anything	everywhere	sometime
anywhere	everything	somewhere
anybody	everyone	somebody
anyway	everybody	something

Third Grade—Alphabetical List

absent	blister	circle	dodge
ache	blood	circus	don't
acorn	body	closet	dough
acre	bounce	clothes	dozen
act	breath	clothing	drawer
addition	breathe	copy	during
alike	bridge	cough	donkey
allow	bucket	country	earn
almost	buckle	cousin	earth
also	buggy	cover	eight
angel	build	cracker	elephant
anyway	burst	crazy	eleven
arrow	candy	crooked	empty
August	can't	crowd	enough
babies	carpet	coyote	example
banana	catcher	daisy	family
banner	caterpillar	dance	fasten
beauty	catnip	dandy	fence
beautiful	cattle	dandelion	fiddle
become	caught	danger	field
beggar	changing	daub	fifteen
behave	cherry	December	fifty
berry	chilly	deserve	figure
better	choose	didn't	finally
<i>biscuit</i>	ider	difference	follow

Third Grade—Alphabetical List

foolish	harp	lawn	mountain
forgetting	harrow	learn	Mr.
forty	hello	left	Mrs.
fourteen	herd	lemon	much
freckles	hinge	lilac	muddy
friend	hitch	limb	music
Friday	hive	listen	multiply
frisky	holiday	loafing	naughty
frozen	hollow	lose	necktie
fruit	hundred	losing	niece
further	hungry	loving	nickle
fuzzy	Indian	lumber	noise
gallon	into	lying	none
giant	invite	manners	north
given	iron	marble	obey
gobble	island	market	o'clock
grandmother	Jesus	matter	ocean
grandfather	juicy	measure	odd
grocery	July	mellow	often
groceries	kennel	middle	oh
hammer	kernel	minute	open
hammock	kettle	mitten	paddle
handle	kitchen	Monday	pansy
harness	knuckle	monkey	papered
hatchet	later	molasses	parade


Third Grade—Alphabetical List

absent	blister	circle	dodge
ache	blood	circus	don't
acorn	body	closet	dough
acre	bounce	clothes	dozen
act	breath	clothing	drawer
addition	breathe	copy	during
alike	bridge	cough	donkey
allow	bucket	country	earn
almost	buckle	cousin	earth
also	buggy	cover	eight
angel	build	cracker	elephant
anyway	burst	crazy	eleven
arrow	candy	crooked	empty
August	can't	crowd	enough
babies	carpet	coyote	example
banana	catcher	daisy	family
banner	caterpillar	dance	fasten
beauty	catnip	dandy	fence
beautiful	cattle	dandelion	fiddle
become	caught	danger	field
beggar	changing	daub	fifteen
behave	cherry	December	fifty
berry	chilly	deserve	figure
better	choose	didn't	finally
<i>biscuit</i>	cider	difference	follow

Third Grade—Alphabetical List

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frisky	holiday	loafing	naughty
frozen	hollow	lose	necktie
fruit	hundred	losing	niece
further	hungry	loving	nickle
fuzzy	Indian	lumber	noise
gallon	into	lying	none
giant	invite	manners	north
given	iron	marble	obey
gobble	island	market	o'clock
grandmother	Jesus	matter	ocean
grandfather	juicy	measure	odd
grocery	July	mellow	often
groceries	kennel	middle	oh
hammer	kernel	minute	open
hammock	kettle	mitten	paddle
handle	kitchen	Monday	pansy
harness	knuckle	monkey	papered
hatchet	later	molasses	parade

Third Grade—Alphabetical List

pavement	remember	sleeve	thirty
pearl	ribbon	smooth	thirsty
peddler	rich	speckled	thistle
people	rider	soda	thunder
phonics	river	sofa	Thursday
picture	robin	splinter	tickle
pickle	roller	sponge	toast
picnic	rompers	squirrel	together
pillow	rotten	starve	tongue
pleasant	rough	stable	towel
pleased	row	stingy	truant
poor	saddle	straight	truly
pour	Santa Claus	subtract	Tuesday
present	Saturday	suit	turkey
promote	second	suppose	twelve
program	sew	Sunday	twinkle
pucker	shadow	sunny	twenty
puzzle	shirt	sweeten	umbrella
question	shoulder	swollen	unless
quiet	shower	tablet	until
quite	sign	taffy	vacation
rattled	silver	tardy	valentine
recite	silent	tender	violet
remained	sixteen	teeter	visit
<i>remainder</i>		telephone	visiting

Third Grade—Alphabetical List

wabble	whoa	willow	won't
waiter	whom	winter	worm
Wednesday	whose	wooden	worth
welcome	wigwam	wolf	written

FOURTH GRADE

Here we have words of one syllable in the first and third columns. In the second and fourth, we have words formed from these by adding **ing**. What has happened when the **ing** is added?

On the preceding page this does not happen, although the same ending has been added. Look carefully to see if there is any difference in the words to which the **ing** has been added. Who will discover the reason first?

NOTE.—Here the teacher may have to help the children discover the single consonant preceded by the single vowel. If the pupils find it out for themselves even with aid of suggestions from the teacher, they will remember the fact much better. There is no need of formulating the rule. Let the children tell it in their own way, providing they get the facts. Arouse an interest in finding other words of the same kind.

Fourth Grade

trap	trapping	bet	betting
slap	slapping	set	setting
clap	clapping	let	letting
lap	lapping	get	getting
tap	tapping	wet	wetting
hit	hitting	skip	skipping
sit	sitting	trip	tripping
split	splitting	whip	whipping
quit	quitting	sip	sipping
knit	knitting	slip	slipping
spin	spinning	stop	stopping
begin	beginning	shop	shopping
win	winning	hop	hopping
skin	skinning	chop	chopping
pin	pinning	pop	popping
blot	blotting	shed	shedding
dig	digging	grab	grabbing
fret	fretting	snub	snubbing
drop	dropping	slam	slamming
scrub	scrubbing	put	putting

are sitting here
 were sitting there
 have to sit here
 the sitting hen

are setting the table
 were setting the plants here
 have to set the table
 the setting sun

FOURTH GRADE

A Page of Contractions

These troublesome little words may be learned easily by looking at the word from which each is derived. Most of them are easy because there is only one letter omitted and the apostrophe is put in its place.

Remember that the **e** in **aren't** and **haven't** is still there from the **are** and **have**. Remember that **didn't** is simply **did not** with the **o** in **not** omitted. You must use **doesn't** oftener. Say, "He doesn't know it," and "It doesn't matter." Say "Doesn't he? Doesn't she? Doesn't it?" Write sentences containing these words.

Write five sentences containing **aren't**, five containing **weren't**, and five containing **didn't**. When you hand these to your teacher, be sure there is no mistake.

Write the sentences at the foot of the page, and be sure there is no mistake in copying these.

This is a very important page because we use these words so often in our letters. When you write letters, do not be afraid to use these contractions because they give a letter conversational "tone." Of course this is true only of friendly letters. These forms are not to be used in business letters.

Fourth Grade

can not can't	did not didn't	will not won't	do not don't
would not wouldn't	should not shouldn't	could not couldn't	have not haven't
are not aren't	is not isn't	were not weren't	was not wasn't
does not doesn't	has not hasn't	I will I'll	he will he'll
they will they'll	I am I'm	they are they're	we are we're
must not mustn't	ought not oughtn't	might not mightn't	may not mayn't

Aren't you ready?

Weren't you there?

Haven't you been there?

Doesn't he know it?

Doesn't she recite next?

I'll be there quite early.

You'll have to be here early.

You oughtn't to do it.

Can't you answer it again?

There weren't any ready.

FOURTH GRADE

The addition of **n** or **non** gives the word to which it is added an opposite meaning. Watch in your reading for any more of this kind of words.

These are interesting words when we take them apart and see of what they are composed. They all have old Greek words built into them. Here are the meanings of these old Greek words or "roots" as the scholars call them:

auto—self

graph—write

tele—far

phono—sound

autograph means then one's own(self) writing.

automobile—that which moves by itself. Does it really move by itself?

telegraph—to write afar off.

Try to see the hidden meaning in the other words.

Take **exactly** apart, and you have the root word **exact**, and the end-syllable **ly**. This end-syllable is called a **suffix**, which means something fixed or placed after a root word. We shall hear a great deal about suffixes in the next grades.

Write the word and its suffix together and you will have a new word. Find words of this kind in your reading.

Here we have two lists of words ending in **y**. These are in the first and third columns. What have we in the second and fourth columns? How many are represented by each word in the first and third column? How many are represented by the words in the second and fourth columns? Because the words in the first and third columns mean one or a **single** person or thing, we say they are singular nouns. Nouns, you may remember, are names of persons or things.

Because the words in the second and fourth columns mean more than one, we borrow a word from the Latin and call them **plural** nouns. **Plural** comes from a Latin word meaning **many**. Look on the different pieces of money and find the words **E Pluribus Unum**. Find out what that means. You see the same words with different endings, **pluribus**. (What did we decide to call these end-syllables? **Suffixes**.) So **plural** comes from a word meaning **many**. We use **plural** to mean more than one.

Can you look at these plurals and find out how they are made from the singular form? (The teacher can aid to discover the rule.) In the higher grades you will have the rule to memorize as follows: Words ending in **y** preceded by a consonant, form their plural by changing the **y** to **i** and adding **es**.

You can see that this is true by examining these words, e.g., **lady** ends in **y** and there is a consonant in front of the **y**, so it is a word "ending in **y** preceded by a consonant." What consonant? The plural **ladies** is formed by changing the **y** to **i** and adding **es**. What consonant precedes the **y** in **baby**?

(These questions are only suggestive, and are intended to show what is meant by discovering rules inductively.)

Fourth Grade

either	ever	one	sense
neither	never	none	nonsense
auto graph	tele graph	phono gram	grapho phone
auto mobile	tele phone	tele gram	phono graph
exactly	especial ly	wool ly	slow ly
finally	sure ly	mere ly	real ly
lady	ladies	enemy	enemies
baby	babies	country	countries
city	cities	county	counties
beauty	beauties	fairy	fairies
pansy	pansies	daisy	daisies
story	stories	study	studies
fly	flies	family	families
grocery	groceries	tally	tallies
ferry	ferries	gypsy	gypsies
library	libraries	berry	berries
victory	victories	reply	replies
buggy	buggies	cherry	cherries

FOURTH GRADE

A Page of Special Lists

The first two groups refer to war. Look through the list and see if each word belongs to the list. Make a list from the newspapers of other words referring to war. Use each word in connection with other words so as to show its meaning, e. g.,

a savage Indian

a company of volunteers

a hard-fought battle

a wooden splint

The greatest danger of misspelling any of these words is to forget to double certain letters. Write the words containing these double letters in a column by themselves and underline the double letters. Do **chief** and **soldier** follow the rule, i before e, except after c, etc.?

In this geography list, do you find any hard words? Why should any one misspell **country**? What one word of the list has a double letter? Notice the word **strait**. Some children remember how to spell it by thinking it is too narrow for the **gh** we find in the other word **straight**. What other words do you know that end in **eau** sounded like **o**? Have you ever seen a **strait** or a **plateau**?

Do you think that **prove**, **proof**, and **quotient** are the hardest words in this lesson? It is easy to remember that **proof** has two **o**'s if you can find the **roof** in it. You must simply remember that **prove** has only one **o**. Write it and then trace the single **o** so that you will remember how it looks. Does **quotient** follow the rule, i before e, etc.?

Find the hardest two words in this list, and then compare to see if you have selected the same words.

Fourth Grade

soldier	company	scalp	victory
sword	guard	savage	captain
battle	enemy	scarred	splint
bullet	fought	strangle	target

powder	aim	revolver	history
staggered	destroy	escape	coward
stretch	chief	pioneer	march
trigger	column	pilgrim	prison

geography	country	cultivate	forest
peninsula	county	direction	level
island	valley	discover	plateau
isthmus	strait	north	timber

arithmetic	zero	division	column
problem	thousand	divide	quotient
prove	amount	explain	divisor
product	double	minus	proof

vegetables	radish	celery	potato
bushel	turnip	lettuce	tomato
husk	cabbage	mustard	onion

FOURTH GRADE

Tell the children that these words that so frequently show action are called verbs. What has this to do with spelling? Just this: Anything that attracts interest in the close scrutiny of a word, helps to fix its spelling. The children like to feel they are using terms used in the higher grades. These words have been selected from their actual vocabularies. The more of meaning we can put into them, the firmer they hold in the word. **Mastery** is a combined grasp of its meaning and its form. This includes its use. Its use in the sentence is grammar. A rational basis can be laid for the future, logical study of the language, by this incidental introduction of facts of grammar that are intimately interwoven with their other work.

Then show that certain of these verbs express action that is exerted upon something. Thus **stretch** implies something **stretched**. In the first group what is stretched?

The stirrup. The name of the thing receiving the action is called the object.

In the next group, who is surprised? **The enemy.** Then enemy is the object. This can be done in an entertaining way and adds much to the content of the spelling lesson.

In answering the questions write the word distinctly on the board; and point out any difficulty in the spelling.

Fourth Grade

stretch	surprise	fought	won
stirrup	enemy	battle	victory
ravel	weave	trouble	sprinkle
threads	carpets	neighbors	clothes
answer	explain	signed	review
question	problem	postal	arithmetic
believe	forgive	thread	swallow
daughter	nieces	needle	medicine
grease	arrest	pronounce	publish
wagon	thief	consonants	newspaper
guess	smother	forbid	prepare
distance	torch	nieces	luncheon
gnaw	harvest	mention	prove
steak	barley	author	answer
use	ate	buy	shovel
putty	bacon	tobacco	dirt

Fourth Grade

finish	order	leave	guide
breakfast	luncheon	library	machine
haul	fetch	dismiss	pardon
baggage	carriage	school	fault
aim	missed	break	receive
revolver	target	trigger	sentence
frighten	divide	double	meant
enemy	money	offer	business
bury	escape	offer	discover
soldier	prison	pardon	countries
cultivate	poison	bother	borrow
orchards	gopher	animals	wrench
gather	scatter	enjoy	believe
honey	clover	pleasure	truth
erase	omit	hear	perfume
comma	period	recitation	air

843639

Fourth Grade

The children may be told in this grade that this combination of words—one the name of something, and the other a word that describes that thing—is a combination of two “parts of speech.”

Parts of speech are, of course, words. They are classified as parts according to their use in the sentence. Each of these parts has its certain place in a sentence in connection with other parts. Illustrate by building blocks, or lumber. Every piece must fit into place, or the building can not stand. Thus every word must fit into its place in the sentence, or the sentence does not convey the meaning. So every sentence has a framework. We really build a sentence. The parts of our speech are words. These words are named just as the rafters, the beams, joists, etc., are named in real buildings.

The foundation of every sentence is the **verb**. No sentence can be built without the verb. The **verb** means the word.

The **noun** is the name of anything. There are words used to describe these things that the nouns name, and these have a long name, **adjective**, that the big boys and girls talk about. It has three syllables, **ad**, **ject**, and **ive**. Spell **adjective**. These adjectives are almost always before the noun. These three pages in the speller are combinations of adjectives and nouns. Write them out together, e. g.,

a proud queen
a busy president

Then build a few of these into sentences, e. g.,

Wilson is a busy president.

Choose those you wish to build into sentences.

Fourth Grade

proud	busy	able	noble
queen	president	professor	priest
scarred	patient	idle	jolly
soldier	pilgrims	agent	fellow
honest	healthy	single	stubborn
conductor	negro	person	coward
velvet	gilt	lonesome	guilty
lounge	furniture	shepherd	thief
savage	awful	steady	sudden
beast	battle	march	surprise
level	evening	woolen	woolly
meadow	breeze	scarf	caterpillar
daily	saucy	striped	merry
business	reply	parasol	couple
cabin	blue	awful	motor
ceiling	saucer	shiver	power

Fourth Grade

simple excuse	silly habit	purple domino	strong cigar
common envelope	center guard	chief hotel	worse medicine
loose bundle	loose ashes	loose bridle	loose curtain
tidy pantry	parlor chair	basement window	attic ceiling
important isthmus	narrow strait	Bible hymn	palace tower
grown son	stiff beard	common animal	copper kettle
welcome shelter	gypsy jewels	daily bread	lighted torch
sure proof	born author	floor matting	organ music

Fourth Grade

straight	solid	office	theater
column	mallet	shelf	ticket
motion	empty	forest	furnace
picture	satchel	fern	cinder
station	depot	hotel	orange
master	group	porch	cider
canoe	silver	green	livery
bottom	thimble	pasture	team
school	pleasant	new	iron
term	travel	compass	faucet
supposed	important	loose	wedding
thief	chief	hinge	party
heat	croup	cotton	lighted
lightning	fever	legging	lantern
ferry	autumn	high	county
boat	flood	steeple	office

Fourth Grade—Alphabetical List

able	bashful	butcher	county
agent	battle	cabbage	couple
aim	beard	cabin	coward
aiming	beast	camel	cricket
already	because	canary	croup
amount	before	canoe	cultivating
animal	believe	captain	curtain
ankle	beginning	carriage	daily
answer	Bible	ceiling	daughter
April	blown	celery	depot
arithmetic	born	center	destroy
arrest	borrow	chief	direction
ashes	bottom	cigar	discover
ashamed	break	cinder	dismiss
attic	breakfast	clover	distance
author	breast	column	divide
automobile	breeze	comma	division
autumn	bridle	common	domino
awful	bullet	company	double
bacon	bundle	compass	each
baggage	bureau	conductor	else
bakery	bury	consonant	either
barley	business	copper	engine
barrel	bushel	cotton	enjoy
<i>basement</i>		countries	envelope

Fourth Grade—Alphabetical List

pe	furniture	honey	loose
ing	gather	hotel	lounge
ise	geography	husk	luncheon
lain	gilt	hymn	mallet
it	giraffe	idle	march
en	gnat	important	March
ny	gnaw	instead	master
et	gravy	isthmus	matting
t	gristle	January	May
ruary	grocer	jewels	meadow
ow	grease	jolly	meant
i	grumble	juice	medicine
y	group	June	melon
h	grown	ladies	mention
er	guess	lantern	merry
sh	guard	lazy	millet
l	guilty	leave	minus
ler	guide	leggings	missed
st	habit	lettuce	mistress
give	halter	level	moonlight
gave	harvest	library	mosquito
id	haul	lighted	motor
ght	healthy	lightning	motion
hten	history	livery	mustard
lace	<i>honest</i>	lonesome	nature

Fourth Grade—Alphabetical List

needle	patient	purple	scalp
negro	peninsula	purpose	scarred
neighbor	perch	proud	scatter
neither	perfume	putty	scowl
nieces	period	queen	sentence
noble	person	quotient	September
nonsense	pigeon	radish	settle
November	pilgrims	rather	shelf
October	pioneer	ravel	shelter
offer	plateau	reason	shepherd
office	pleasure	receive	shiver
orange	poison	recitation	shovel
order	porch	rein	signed
organ	postal	remainder	silly
orchard	powder	repeat	simple
oriole	prepare	reply	single
ourselves	president	review	smother
oyster	prettily	revolver	soldier
palace	priest	roan	solid
pantry	problem	rover	son
parasol	product	Sabbath	sorrel
pardon	professor	satchel	source
parlor	proof	saucy	splint
parents	pronounce	saucer	sprinkle
<i>pasture</i>	—	savage	squirm

Fourth Grade—Alphabetical List

staggered	sure	tiger	victory
station	surely	timber	vomit
steady	surprised	tissue paper	wander
steak	swallow	tobacco	wasp
steeple	swamp	toilet	weave
stiff	swan	torch	wedding
stirrup	sweat	tower	wedge
straight	sword	trigger	whinny
stretch	target	travel	whiskers
striped	theater	trouble	whittle
strangle	thief	truth	won
stubborn	thirteen	turnip	wonder
succeed	thimble	turtle	woolen
sudden	thousand	valley	worse
strong	term	vegetables	wrench
suffered	ticket	velvet	zebra
supposed			

FIFTH GRADE

There are only two words in the first list, that are changed at all on adding *ful*. Which are they?

Skillful is spelled sometimes with one *l* as **skilful**. It is easy to see what *ful* means.

er, **ier**, **eer**, and **or** mean **one who** or **that which**.

Write carefully each word in the first column. Have you seen each of these? What two end in **eer**? Can you find another? (*mountaineer*) Where does the accent come? Where does the accent come in **cashier**? Notice the *i* before **e**. There are two words in the last column that are frequently misspelled. Which are they?

Underline the two *r*'s in **irrigation** and the two *c*'s in **vaccination**. These **ly** words are all of them adverbs because the **ly** is added to an adjective and means **in a manner**.

Can you explain the two *l*'s in **finally**, **especially**, **respectfully**, and **cordially**? Why is the *e* retained in **sincerely** and **surely**?

Fifth Grade

useful	deceitful	skillful	awful
helpful	respectful	willful	careful
faithful	truthful	thankful	fearful
doubtful	hopeful	delightful	beautiful
spoonful	spoonfuls	mouthful	mouthfuls
handful	handfuls	cupful	cupfuls
cashier	manager	denominator	professor
engineer	passenger	numerator	governor
pioneer	barber	factor	elevator
customer	settler	divisor	separator
stranger	cutter	motor	actor
mention	auction	addition	composition
notion	fraction	subtraction	recitation
nation	action	multiplication	vacation
motion	section	explanation	quotation
station	collection	foundation	irrigation
vaccination	conjunction	examination	preposition
slowly	quietly	exactly	nearly
really	quickly	especially	sincerely
surely	finally	respectfully	cordially

FIFTH GRADE

Final **e** of a primitive word is dropped on taking a suffix beginning with a vowel. What are the most common suffixes beginning with a vowel? (*ing* and *ed*.)

Cover the first and third rows, and write the words from which these derivatives have been formed.

Then cover the second and fourth rows, and write the words ending in *ing* that are formed from these.

It seems foolish ever to make a mistake here, because the rule is so definite. Still we see strange looking words formed from *hope*, *come*, and *write*. Are you sure you can spell *writing*, *hoping*, and *coming*?

Fifth Grade

skate	skating	wade	wading
whistle	whistling	shake	shaking
believe	believing	starve	starving
freeze	freezing	hope	hoping
wrestle	wrestling	come	coming
change	changing	make	making
lose	losing	choose	choosing
ache	aching	bounce	bouncing
breathe	breathing	chase	chasing
excuse	excusing	leave	leaving
invite	inviting	separate	separating
move	moving	shine	shining
sprinkle	sprinkling	wade	wading
dance	dancing	measure	measuring
please	pleasing	practice	practicing
peddle	peddling	drizzle	drizzling
twinkle	twinkling	irrigate	irrigating
manufacture	manufacturing	plunge	plunging
surprise	surprising	shave	shaving
dine	dining	become	becoming

FIFTH GRADE

How many syllables have the words in the first rows? Upon which syllable are they accented? Write them, dividing them into syllables, placing the accent mark correctly. Are there any changes at all made in adding *ing*, or *ed*?

Then when you know the words in the first column, you can spell them in all three without any trouble.

What difference between the number of syllables in the words in the second column and those of the third column? Be careful to note this difference in pronouncing. Pronounce distinctly the words in the last column. Remember there are *three* syllables.

Fifth Grade

listen	listened	listening
glisten	glistened	glistening
paper	papered	papering
shiver	shivered	shivering
whisper	whispered	whispering
quarrel	quarreled	quarreling
vomit	vomited	vomiting
thunder	thundered	thundering
blunder	blundered	blundering
plaster	plastered	plastering
wonder	wondered	wondering
wander	wandered	wandering
remember	remembered	remembering
deliver	delivered	delivering
gather	gathered	gathering
fasten	fastened	fastening
offer	offered	offering
lengthen	lengthened	lengthening
straighten	straightened	straightening
strengthen	strengthened	strengthening

FIFTH GRADE

Here are additional groups of adjective and noun.

Let the pupils write the words side by side, and then prepare oral sentences containing the group.

These lists have been carefully selected and present a certain amount of difficulty in spelling. They require concentrated study and guidance in selecting the difficulties.

Help the children to detect and master the hard combinations of letters. Anticipate a common error and prevent it.

Interest the children in making combinations of their own, and debar any words they can not spell. Encourage the use of the dictionary in obtaining the spelling of words they seek to use.

Fifth Grade

church	village	narrow	cruel
aisle	scene	escape	gouge
ocean	trapeze	horse	steel
view	company	trough	rivet
poisoned	police	separate	stable
arrow	court	garage	caves
dirty	useful	useless	separate
alley	article	cackle	account
crayon	croquet	cruel	distant
scene	mallet	revenge	echo
new	sewer	ugly	fifth
beau	gas	temper	couple
kindling	horrid	deep	great
wood	fault	interest	fortune

FIFTH GRADE

Another page of words selected under special headings.

As before, let the children discover the heading, and use the words. If carefully directed, so as to avoid rambling sentences, it is interesting to see how many of these words can be put into one sentence. One direction may be given: Use all the words in the list in as few sentences as possible.

Fifth Grade

cannon	salute	patriot	explore
capture	rifle	search	injure
ambush	pursue	struggle	muzzle
enemy	frontier	boundary	murder
peace	accept	settle	appoint
conference	terms	dispute	umpire
industry	drainage	manufacturing	agriculture
commerce	irrigation	business	mining
factory	wharf	miner	scythe
manager	shingles	boss	supply
music	practice	concert	chorus
musician	voice	program	duet
arithmetic	multiplicand	dividend	divisible
numerator	multiplier	divisor	multiple
denominator	product	quotient	factor
reduce	result	prove	proof

FIFTH GRADE

These words are grouped under special heads. Lead the children to discover the heading of each group.

Let the pupils select the hardest word in each group, and then select the hardest five words.

They will take an interest in comparing their lists, and in the search will often secure a concentrated interest in the spelling of each word. It adds zest on the completion of the page to have the children test the class on their lists. This will reveal any carelessness in looking over the words to secure the list.

Fifth Grade

bandage plaster	injure splint	basin towel	severe sprain
bronco mustang	heifer kangaroo	ostrich prey	maggot gnat
moment minute	hour week	month year	calendar century
language composition adjective	dictionary alphabet adverb	paragraph sentence noun	period comma verb
length width	upper lower	nearer farther	above beneath
continent country nation	volcano mountain source	horizon heavens equator	hurricane blizzard voyage
bouquet blossom	ivy cedar	timothy thistle	lily lilac



FIFTH GRADE

Why is the **e** retained on adding **less** to **use**, **care**, **hope**, **life**? What does the suffix **less** mean?

Notice the suffixes **ist**, **ish**, **age**, and **ize**. From what word does **stylish** come? Why is the **e** dropped?

From what word is **basement** formed? **advertisement**? Why is the **e** retained? How do you suppose anybody would miss **government**? Notice the suffix **ure**. Pronounce the words containing **ure** distinctly, indicating each syllable. Write the words, separating them into syllables and placing the accent.

What part of speech are these sight words? Write each with an appropriate noun. Notice that the suffixes begin with **i**—**ile**, **id**, **ible**.

These suffixes begin with **a**—**al**, **ant**, **ance**, **ate**. There is one word you may miss unless you look at it carefully, pronounce it distinctly, and copy it correctly. What is it?

From what noun is each of these adjectives formed? Why is **y** changed to **i** in adding **ous**? Why is the **e** dropped in **famous**, and **nervous**? **Anxious** comes from **anxiety**, and **numerous** is derived from **number**. Notice that **principal** (of a school) ends in **al**. So does the adjective **principal**. There is no good reason for ever misspelling these words.

Fifth Grade

useless	hopeless	doubtless	helpless
careless	lifeless	reckless	fearless
dentist	foolish	encourage	civilize
artist	stylish	drainage	memorize
basement	compliment	temperature	torture
government	advertisement	manufacture	signature
fertile	torrid	frigid	horrible
hostile	horrid	acid	terrible
national	important	importance	punctuate
usual	fragrant	fragrance	irrigate
principal	truant	temperance	illustrate
dangerous	industrious	famous	anxious
mischievous	studious	nervous	numerous
the principal of the school		the principal rivers	
office of the principal		the principal countries	

FIFTH GRADE

The words on this page are all adjectives, and are used with nouns or names of things. We say a lesson is **easy**, that to-day's lesson is **easier** than yesterday's. We are comparing two things. The suffix is **er**. To-day's lesson is the **easiest** we have had this week. We are comparing more than two things. The suffix **est** is used.

Hence we say that we add **er** when comparing two things and **est** in comparing more than two things.

Notice that we change the **y** to **i** on adding **er** or **est**. Do you know why?

In this list we have to change the word to compare either two or more than two. We say that this comparison is irregular, which means not regular or not according to rule. Put these words into sentences, e.g. - This is a **good** book, that is a **better** one, but Mary has the **best** book of all.

For some reason these words are frequently misspelled. See if you can tell why? Divide the last two into syllables. Write them and be sure that you will not misspell a single one of these.

Why is it wrong to add **er** to **straight** or **perfect**?

Fifth Grade

easy	easier	easiest
happy	happier	happiest
funny	funnier	funniest
heavy	heavier	heaviest
pretty	prettier	prettiest

good	better	best
bad	worse	worst
little	less	least
much	more	most
many	more	most

great	greater	greatest
poor	poorer	poorest
hoarse	hoarser	hoarsest
lively	livelier	liveliest
lovely	lovelier	loveliest

straight	perfect
more nearly straight	more nearly perfect
most nearly straight	most nearly perfect

Phonograms—Fifth Grade

agree	blush	coop	drill
alarm	brook	crank	explode
amuse	cash	cuffs	fail
beach	cause	cutter	faint
bidding	clay	dim	fife
fitted	gland	hare	knit
flows	globe	hearing	lain
flutter	grudge	jew	lard
form	grunt	jolt	least
fumble	gulf	judge	limber
main	mower	plump	rack
mask	palm	pride	raid
mate	phrase	price	range
mess	plan	print	ridge
moan	platter	prunes	roar
sack	shoal	smear	spear
scamp	shave	smile	spice
seam	shock	snail	spire
seal	shore	sneak	sprung
shape	shown	span	strange

FIFTH GRADE

We have on this page, a combination of verb and object. Write these side by side, supplying necessary articles, e.g.,

accept the position	protect the nation
address the envelope	disgrace the family
respect the government	disappoint the guest

It might be interesting to supply pronoun subjects, and detect the change in the verb, e.g.,

I accept the position.	You accept the position.
He accepts the position.	They accept the position.
We accept the position.	

The device fixes the correct form of the word by repetition.

Let the children select the hardest five words on the page and compare lists.

Fifth Grade

accept	address	respect	protect
position	envelope	government	nation
disgrace	gargle	disappoint	tackle
family	throat	guest	examination
grieve	encourage	escape	deceive
parents	principal	guard	friend
pity	govern	injure	collect
cripple	city	commerce	money
hinder	irrigate	explore	salute
manufacturing	colony	frontier	governor
chose	deliver	torture	pursue
bouquet	address	animals	prey
worry	refuse	mention	mimic
dentist	pardon	artist	passenger
punish	return	unscrew	untie
bully	trowel	nozzle	launch

FIFTH GRADE

We have here the adjective with the noun. It is hoped that the pupil's attention will be called to the fitness of these. The aim has been to use only nouns and adjectives that are ordinarily in the fifth grade child's vocabulary.

Have the children write the group out, supplying an article when necessary, e.g.,

an earnest patriot	an angry volcano
a mischievous ghost	an anxious search

Interest the children in the combinations.

Have the combination used in sentences as often as is feasible by supplying proper names, e.g.,

Patrick Henry was an earnest patriot.

Mozart is a favorite musician.

Mt. Lassen is not an angry volcano.

Santa Clara Valley is a fertile section.

Fifth Grade

earnest	mischievous	angry	anxious
patriot	ghost	volcano	search
extra	hickory	homely	faithful
supplies	crutch	miser	engineer
favorite	horrid	innocent	broad
musician	murder	mischievous	canal
fertile	severe	special	hoarse
section	climate	chorus	voice
capital	useful	useless	electric
letter	dictionary	torture	motor
tough	principal	shallow	sincere
muscle	harbor	vessel	governor
several	usual	proper	polite
gentlemen	excursion	boundary	passenger
delightful	evening	choice	separate
climate	procession	scenery	layer

Fifth Grade—Alphabetical List

For Reference and Review

accept	bluff	complain	eaves
account	boss	composition	echo
address	boundary	concert	electric
adjective	bouquet	couple	elevator
adverb	breathe	course	empties
aisle	broad	crayon	engineer
alphabet	bronco	cripple	enemy
altogether	bully	croquet	encourage
alley	bunting	cruel	escape
ambush	cackle	crutch	especially
angry	calendar	deliver	evening
anxious	canal	divisor	examination
article	cannon	divisible	excursion
artist	capital	dividend	exactly
auction	capture	dispute	exercise
bandage	cashier	disgrace	explore
barber	cedar	disappoint	extra
baseball	cement	disagree	factor
basketball	choice	dictionary	factory
basin	choose	denominator	faithful
beau	chorus	dentist	fault
become	climate	deceitful	favorite
beneath	colony	deceive	fellow
<i>blizzard</i>	collect	drainage	fertile
<i>ssom</i>	commerce	earnest	fifth

Fifth Grade—Alphabetical List

forth	indeed	multiple	prey
fortune	injure	multiplicand	principal
fraction	innocent	multiplier	procession
frontier	irrigate	murder	proper
garage	interest	muscle	protect
gargle	intend	moment	punish
gentlemen	ivy	musician	pursue
ghost	kindling	mustang	reduce
gouge	launch	muzzle	refuse
govern	layer	nation	respect
governor	length	noun	result
government	lily	nozzle	return
grief	madam	numerator	revenge
guest	maggot	ostrich	rifle
harbor	manager	paragraph	rubbish
heaven	manufacturing	passenger	salute
heifer	marshy	patriot	search
hiccup	mention	perhaps	scamper
hickory	mimic	pity	scene
hinder	mimicked	plaster	scenery
hoarse	mimicking	plunge	scythe
homely	mischief	poisoned	section
horrid	miner	police	several
horizon	mischievous	polish	severe
<i>hurricane</i>	<i>miser</i>	practical	sewer

Fifth Grade—Alphabetical List

shallow	source	trapeze	verb
shingles	supply	trough	vessel
simply	supplies	trowel	view
sincere	tackle	tunnel	village
sincerely	telegram	umpire	volcano
special	telegraph	untie	voyage
sort	temper	unscrew	width
sparkle	text	upper	wither
struggle	timothy	useful	worry
style	torture	useless	
stylish	tough	usual	

SIXTH GRADE

A Page of Prefixes

mis = wrong or wrongly.

sur is a form of **super** meaning above, over, beyond.

surround came from **sur** at first meaning over, and **unda** meaning wave, and meant to overflow. Can you see how it comes to mean what it does to-day?

surname means above the name, and probably applies to a custom in writing the name in the church register at the time of baptism.

surrender means to render over, to give one's self up.

Define each of the words with the prefix **mis**.

dis = apart, not, opposed.

Define **disagree**, **dislike**, and **disobedient**.

Possibly the teacher may define the others for you.

im is a form of **in** meaning not, so changed to sound well with the root word. Define each of these words.

ex means out. **pel** is a form from the Latin word meaning to drive. Define **expel**.

cel is from a Latin word meaning raised. Define **excel**, using the meaning. What does **excel** mean to-day?

What did **express** mean at first? What does it mean now? Can you explain this last meaning?

cite is a form from the Latin word meaning to call. What did **excite** mean at first? How does it come to mean what it does to-day? Can you think of another common word that ends in **cite**? (**recite**) If **re** means again, can you define **recite** as it was first used? Can you explain its present use?

de means down, from or off.

decide means to cut off. Can you trace its present meaning to this?

You might try to trace the meaning of **describe**. It is easy.

un means not. Define each of these words. Find other words like them.

Sixth Grade

A Page of Prefixes

mis spell	misspell	sur round	surround
mis take	mistake	sur name	surname
mis place	misplace	sur render	surrender
dis pute	dispute	dis cover	discover
dis grace	disgrace	dis miss	dismiss
dis appoint	disappoint	dis like	dislike
dis agree	disagree	dis obedient	disobedient
im patient	impatient	im possible	impossible
im patience	impatience	im possibility	impossibility
ex pel	expel	ex press	express
ex cel	excel	ex cite	excite
de cide	decide	de scribe	describe
de feat	defeat	de light	delight
un fair	unfair	un true	untrue
un usual	unusual	un like	unlike

SIXTH GRADE

Explain why the final letter is doubled in each of the list as follows:

forget is accented on the last syllable and ends in the single consonant **t**, preceded by the single vowel **e**, and takes a suffix beginning with a vowel, **i**.

Write each word a number of times. It is a good plan while scribbling to write some of these troublesome words until their spelling becomes habit.

Explain why the final consonant is not doubled here where each word ends in a single consonant preceded by a single vowel.

Traveling is sometimes spelled with two **l**'s, but it is best to follow the rule when you can, and spell it with one **l**.

Why is the final consonant not doubled here on taking the suffix in **ing** or **ed**?

These words are accented on the last syllable. Why not double the final consonant before **ing** and **ed**?

Sixth Grade

forget	forgetting	forgotten
omit	omitting	omitted
commit	committing	committed
scar	scarring	scarred
prefer	preferring	preferred
credit	crediting	credited
profit	profiting	profited
gossip	gossiping	gossiped
limit	limiting	limited
travel	traveling	traveled
digest	digesting	digested
disturb	disturbing	disturbed
subtract	subtracting	subtracted
expect	expecting	expected
accept	accepting	accepted
obtain	obtaining	obtained
repeat	repeating	repeated
defeat	defeating	defeated
avoid	avoiding	avoided
await	awaiting	awaited

SIXTH GRADE

Words ending in **y** are troublesome when suffixes are added. When the suffix is **ing** the **y** must not be changed, because otherwise there would be two **i**'s together, which would be meaningless.

Children misspell **studying** because they fail to count the syllables. Separate these words ending in **ing** into their syllables, orally first, and then in writing.

The suffix **ed** blends into the last syllable by changing the **y** to **i**. Separate these words ending in **ed** into syllables. If you master this lesson, you will never misspell these troublesome words.

These little words of two syllables are accented on the last syllable. Pronounce each one. Note that they end in a single consonant (**l** or **t**) and they have just one vowel before this single consonant. They follow the rule for doubling the final consonant. We have studied the rule for doubling the final consonant of monosyllables ending in a single consonant preceded by a single vowel.

These two words, **diagram** and **cancel**, are not accented on the last syllable, hence do not come under the rule. Note the double **l** in **cancellation** because of the change in accent. Divide these words into syllables and place the accent mark where it belongs.

Carefully study and memorize this rule:

Monosyllables, and words of more than one syllable accented on the last syllable, when they end in a single consonant preceded by a single vowel, double the final letter on taking a suffix beginning with a vowel.

Sixth Grade

try	trying	tried
study	studying	studied
bury	burying	buried
whinny	whinnying	whinnied
empty	emptying	emptied
copy	copying	copied
pity	pitying	pitied
reply	replying	replied
hurry	hurrying	hurried
apply	applying	applied
expel	expelling	expelled
revel	rebellng	rebelled
control	controlling	controlled
admit	admitting	admitted
omit	omitting	omitted
diagram	diagraming	diagramed
cancel	canceled	canceled

rebellion
cancellation

admittance
admission

SIXTH GRADE

Here are words that resemble each other in spelling. Try to associate them. Can you think of a reason for the e after ing in fringe and hinge? If you pronounce length and strength, width and breadth correctly, you will not misspell them. Be sure to sound the ng, and d. From what word does length come? strength? width? breadth?

ous — an adjective suffix, which will be taken up in the seventh grade. Recognize it here, and pronounce each word distinctly.

or — a noun suffix, to be taken up later. Recognize it here, and pronounce each word distinctly, looking carefully at the or in each word. Write as many of the words as you can from memory, covering the list. See which ones you have omitted. Do you think you can be caught in the spelling of any one of these?

Here are found more suffixes whose meaning you will learn later. Look at each group of three intently; cover the list, and write as many as you can.

These homonyms are not hard to learn, if you think of them in their proper place. Study the groups carefully. Write them several times.

Sixth Grade

fringe	length	, width	point
hinge	strength	breadth	joint
jealous	precious	conscious	delicious
industrious	anxious	unconscious	joyous
favor	rumor	liquor	mirror
flavor	odor	labor	warrior
tailor	alligator	refrigerator	governor
capsize	description	writer	central
civilize	promotion	wrestler	rival
memorize	attention	carpenter	metal
isle of dreams	Where are the British Isles?	church aisle	
British isles	Is Great Britain an isle?	school aisle	
green isle	Is Ireland an isle?	the further aisle	
steel rail	Is that the principal steel-frame	steal a ride	
steel rivet	building?	to steal a pin	
steel blade	Thou shalt not steal.	must not steal	

SIXTH GRADE—SPECIAL LISTS

Only the most common of the words used in connection with the different subjects of study are listed here. Will the teacher please suggest the words most needed in this work? It is the intention to secure lists for ready reference for these "transient" vocabularies.

It seems to be the consensus of opinion among those making an intensive study of the teaching of spelling that all words of a purely technical nature including most proper names should be presented very definitely when first used, and kept in plain view when they are required in written papers of all sorts. Every new technical term should be written on the board and any unusual difficulty in spelling anticipated by calling attention to the exact pronunciation or to an interesting derivation or to a trick in the arrangement of the letters of the word. Even after a clear presentation, it is deemed wise to leave the word on the board or on charts for future reference or use in examination or other written papers. Illustrations:

Transitive should be analyzed thus:

trans means across. **it** means to carry. **ive** means having the power. **transitive** means having the power to carry across.

A **transitive** verb is one having the power to carry the action across from an actor to the thing acted upon.

Nominative should be separated into its syllables and pronounced very distinctly, not once but many times. It may be analyzed as **transitive** has been, or the spelling may be trusted to the correct pronunciation.

Grammar may be treated in either or both of the above ways or the troublesome **a** may be written in colored crayon or otherwise made strikingly prominent.

Sixth Grade

grammar	preposition	nominative	declarative
diagram	participle	possessive	interrogative
subject	adjective	objective	imperative
predicate	conjunction	pronoun	exclamatory

geography	temperate	Arctic	channel
continent	torrid	Antarctic	steppe
peninsula	frigid	Pacific	latitude
island	zone	Atlantic	longitude

arithmetic	equal	cancel	prove
decimal	method	principle	numerator
divisible	ninth	area	denominator
cipher	ninety	proof	multiple

history	area	description	English
country	surround	Europe	Spanish
civilized	contest	European	Russian
independence	custom	Italian	American

musician	alto	violin	duet
solo	bass	cornet	clef
piano	tenor	chorus	signature
pedal	soprano	choir	treble

SIXTH GRADE

Combine the verbs of the first and third columns with the nouns of the second and fourth columns. There is one word in this lesson that is very often misspelled. Which is it? Are you sure you can spell it? Why should anyone misspell it? (journey)

Notice the silent letter in **debt**. Notice that **cancel** has only one l.

How is **colonel** pronounced? Spell it aloud several times.

What is the correct pronunciation of **route**?

How is **ine** pronounced in **gasoline** and **magazine**? in **imagine**?

Notice the **ain** in **contain** and **entertain**.

Write **speech** and underline the double **e**.

From what phonogram is **preach** formed? Write the word and underline the word **each** in it.

Is there a hard word in this lesson? There may be a catchy one. Don't be caught.

How should **rebel** be pronounced when it is used as a verb? as a noun?

Is **e** soft before **i** in **icele**? Is it always soft before **i**? Before what other letter is it soft?

Notice the one **t** in **satin**.

Divide **remedy** into its syllables. (rem e dy)

Sixth Grade

varnish	floor	advise	student
assist	friend	afford	machine
attempt	escape	cancel	debt
caution	nephew	compliment	rival
credit	report	continue	journey
resemble	peony	contain	gasoline
select	route	prefer	magazine
omit	hyphen	correct	speech
entertain	colonel	imagine	success
improve	union	satisfy	college
control	machine	solve	problem
pronounce	syllable	threaten	dunce
climb	summit	arrange	cushion
reward	servant	capsize	boat
preach	sermon	conquer	enemy
enter	cottage	memorize	quotation
compare	flavor	remember	verse
disturb	dwarf	melt	icicle
dye	satin	manage	rebel
heed	advice	obtain	remedy

SIXTH GRADE

Use these adjectives with appropriate nouns. Select the five words hardest to spell. In what three words do you find the suffix *ous*? What two words end in *ant*? What word has the prefix *ant*? What does this prefix mean?

Use these adjectives with nouns. Decide which of these words is the hardest to spell. Write it and hand it in. We shall see whether you all have selected the same word or not. Be sure you can spell the word selected by some one else.

Here are some troublesome review words. Some of them are first grade words. Are you sure you can spell them all? Which one do you think will catch the class? What part of speech are these words?

Here are some nouns. Can they all be used as adjectives? Try each one. Which one do you think is most frequently misspelled?

Sixth Grade

jealous	withered	certain	holy
civilized	arctic	china	huge
crimson	antarctic	conscious	humming
hazel	awkward	weary	ignorant
industrious	celluloid	general	important
necessary	puny	scarce	steel
vulgar	rapid	secret	talkative
orphan	possible	slouchy	terrible
particular	precious	southern	thorough
peevish	rebel	splendid	timid
several	separate	whole	forty
general	many	hoarse	ninety
central	dear	enough	eighth
worn	much	wicked	fifth
ready	court	straight	fourth
grammar	prairie	peace conference	favorite
mountain	briar	Sabbath	catechism
police	picnic	alcohol	business
prison	haggage	army	country
diamond	motor	funeral	sugar

SIXTH GRADE

The first three lists on this page relate to eating. List the words with double letters, and underscore the double letters. Select the hardest five in each lesson and compare your list with those of your classmates. Have a good reason for putting a word on the hard-word list. Be able to tell why you put each word on the list.

The last lesson on this page contains words relating to things to wear. List the hardest five of these words also.

Sixth Grade

restaurant	flavor	cucumber	celery
appetite	odor	carrot	beets
receipt	alum	parsnip	onions
sandwich	liquid	herb	asparagus
café	skillet	lettuce	turnip
waffles	caper	season	cereals
biscuit	sauce	vegetables	hominy
bread	maple	currant	cornflakes
noodles	syrup	raspberry	yeast
crackers	molasses	strawberry	water
meat	alcohol	custard	cream
sausage	beer	pudding	sugar
mutton	whiskey	preserves	peaches
steak	liquor	pickles	apricots
bacon	brandy	olives	pears
tailor	material	broadcloth	sample
trousers	calico	velvet	ruffle
margin	embroidery	drygoods	ripple
border	satin	veil	tassel

SIXTH GRADE

List of Phonograms

These are all phonograms—words spelled according to sound. Some are a little troublesome on account of equivalent sounds. Use each word in the first group as a noun, and as a verb, e. g.,

Come to the aid of the party. He recovered from the **attack**.

The societies **aid** their members. The tigers **attack** their prey furiously.

Add **ed** to the verb if it makes it any easier to form a sentence.

Use the words in the second group in the same way. It is sometimes easier to use what is called the infinitive form of the verb, that is, the form with **to**, e. g.,

The Seniors started **to rush** the Freshmen. The children began **to shout**. If you prefer, you may use the words as infinitives instead of real verbs.

Use these adjectives with appropriate nouns.

Form the plural of these nouns. Sometimes you will increase the number of syllables in forming the plural. Can you tell when?

These are nouns without any plural. Use each in a sentence.

Form the past form of these verbs, e. g.,

carve
coo

carved
cooed

flee
cease

fled
ceased

These are pairs of phonograms.

Sixth Grade

aid	calm	frown	loop
attack	charge	grit	ooze
boast	charm	leap	pause
brood	crew	list	roast
rush	spy	trail	deal
shout	stew	wrinkle	dread
snort	taunt	coil	hint
snub	thirst	crease	litter
apt	plush	dreary	moist
calm	sole (only)	drawn	vain woman
badge	lung	ounce	wreath
clam	maid (a girl)	purse	cell
flame	mound	slave	hoof
gown	vault	spy	noose
dew	trash	yeast	haze
lye	trout	drouth	mood
carve	flee	mend	slay (to kill)
coo	knead dough	shear	yield
dread	neigh	cease	deed
gutter	grumble	dumb	snatch
mutter	mumble	crumb	scratch

Sixth Grade—Alphabetical List

abbreviation	bargain	civilized	decimal
abuse	beauties	college	defeat
acid	beyond	colonel	describe
admission	border	compare	description
advertise	breadth	compliment	diagram
advice	briar	conquer	disturb
advise	bulge	continue	doubt
afford	café	correct	doubtful
albumen	calico	consent	dunce
alcohol	carrot	conscious	dwarf
alligator	casket	contain	dye
almanac	caution	contest	embroidery
alum	canker	control	entered
antarctic	caper	cottage	entertain
appetite	capsize	court	entrance
arctic	carpenter	credit	English
area	celluloid	crimson	equal
arrange	central	cucumber	Eskimo
arrive	cereals	currant	excel
assist	certain	cushion	expel
attempt	channel	custard	express
attention	Chinese	custom	favor
avenue	choir	damage	female
<i>awkward</i>	china	debt	flavor
<i>baboon</i>	er	decide	fragrant

Sixth Grade—Alphabetical List

fringe	journey	ninety	prophet
gallery	labor	noodles	puffy
gander	laundry	obedient	quotation
gasoline	lawyer	obliged	rapid
general	liquid	odor	rebel
gravel	liquor	omit	receipt
hazel	magazine	orphan	refrigerator
herb	maple	package	reign
holy	margin	panel	remark
huge	marry	parcel	repent
humming	material	parsnip	report
hurdle	manage	particular	remedy
hyphen	meddle	patience	resemble
icicle	mercy	pebble	retreat
ignorant	mere	peevish	ripple
imagine	method	peony	rival
impatient	merchant	poodle	route
important	metal	possible	ruffle
improve	midnight	precious	rumor
independence	mirror	predicate	Russian
industrious	misspell	prefer	sample
industry	mistake	preposition	sandwich
inquire	necessary	principle	satin
isle	nephew	promotion	satisfy
joint	ninth	pronoun	scarce

unbottled

civilized

college

colonel

compare

discipline

signer

strut

correct

consent

conscious

contain

contest

control

trage

court

credit

crimson

cucumber

currant

cushion

custard

d

du

dwa

dye

embr

entrec

entertai

entrance

English

equal

Eskimo

excel

area

arrange

arrive

model

attempt

attention

venue

backward

jump

celluloid

central

cereals

certain

channel

Chinese

choir

china

ci

Sixth Grade—Alphabetical List

season	splendid	temperate	victim
secret	sport	terrible	violin
select	steel	therefore	vulgar
sermon	strength	thorough	warrior
servant	student	threat	wicked
shudder	stumble	thrown	willing
signature	success	timothy	withered
slouchy	summit	title	worth
solve	surrender	timid	witch
soprano	surround	trousers	wrestler
southern	syllable	ugly	zone
Spanish	talkative	union	
speech	tassel	verse	



SEVENTH GRADE

This is a list of words used in a history lesson, but often used in other connections.

Write the words containing double letters in a column by themselves. Underline the double letter. Rewrite to test the mastery of the words. Note the prefix **e** in **emigrants**, hence the one **m**. Note the **a** in the last syllable. Write the word, underlining the **e** and the **a**.

Why is the **c** soft in **pacify**? What part of speech is it? What is the adjective formed from the word? Pronounce **cartridge** distinctly before spelling, then you can't miss it.

Note the **ary** in **revolutionary**.

You will be interested in the unusual derivation of **assassin**. The word will mean much to you if you look it up.

Strange that one should find **reason** in **treason**.

Look up the first meaning of **democrat**, **candidate**, **senator**. These are of unusual interest. **Lieutenant**, **system**, **privilege** are also interesting derivations.

Write **seize** several times to fix the **e** before the **i**. You will remember that this word is the most common exception to the rule,

i before e
except after c, etc.

Parallel is the hardest word in this lesson. Remember that the prefix **para**, meaning **beside**, and the root word is **allellos** (of one another). **Latitude**, **longitude**, **altitude**, and **depth** are easily spelled if pronounced correctly.

Note the **ey** in **geyser**.

The words in this lesson are all connected with burial. **Cemetery** is the only difficult one. Write it correctly the first time and you will have no trouble with it. It is generally given in examinations as a test word. Note that there are no double letters in this list.

Here are some troublesome words in connection with accident. Underline the prefixes in the first five words. Look up the derivation of **hospital**. It is one that you will remember.

Here are some ugly words. The one most frequently misspelled is **villain**. Look up the first meaning of the word and learn why its meaning has changed.

Seventh Grade

history	century	revolutionary	czar
alliance	Christ	opponent	assassin
foreigners	pacify	challenge	assassination
emigrants	liberty	weapon	massacre
census	arouse	cartridge	treason
tyrant	modern	democrat	lieutenant
hostile	system	senator	marshal
seize	tariff	candidate	squad
repel	import	license	privilege
geography	altitude	sphere	geyser
parallel	depth	mineral	volcano
latitude	region	surface	wilderness
longitude	territory	canyon	uncivilized
burial	funeral	death	tomb
mourn	cemetery	honor	bury
accident	explosion	ambulance	witness
collision	unconscious	hospital	sorrow
insult	seize	rascal	assassin
challenge	weapon	villain	assassination

SEVENTH GRADE

Form adjectives related to these nouns. Write these adjectives under the nouns, underlining the suffix. Be careful that not a single word is misspelled. There are a number of hard words in this lesson. Can you spell them all without a single error?

Form nouns from these adjectives, writing these nouns under their respective adjectives, underlining the suffix.

In writing the adjectives underline any prefixes that occur. Don't make a mistake and find a prefix in **imaginary** or **decent**, as the **im** and **de** are part of the root in these words.

To what part of speech is **ly** added in each of the following words? To what rule is **wholly** an exception? Can you see why the word **was** not formed according to rule?

The suffix in **simple** and **triple** is **ple**, which means **fold**. Can you see why **simple** means **without fold**? What does **triple** mean? The suffix in the other words is **le**.

Underline the suffix in each of the nouns.

Pronounce these words many times, being careful to sound the **u** correctly. Note that **leisure** is an exception to the rule:

i before e
except after c.

Seventh Grade

athlete	festival	occasion
mystery	opportunity	society
conceit	misery	advantage
democrat	rheumatism	wretch
essence	moment	participate
absurd	impossible	complete
imaginary	false	modest
able	immense	accurate
impatient	probable	decent
apparently	daily	probably
continually	wholly	fortunately
simple	staple	scribble
triple	brittle	fickle
mortar	pulley	machinery
peasant	worship	pincers
missionary	summary	razor
dumpling	courage	opportunity
circumference	longitude	wilderness
future	longitude	bluing
literature	latitude	treasure
leisure	altitude	punctual
<i>failure</i>	venture	lieutenant

SEVENTH GRADE

Here is a page of adjectives. Copy and underline the suffixes in the first eight. Copy again and underline the prefixes. Which word has none? Which one has two? Pronounce each word so as to indicate the syllables.

In which three words of this list has *ti* the sound of *sh*? Which word contains *ci* with the same sound?

Note the *ious* in all but the last two words. Which four words have the *sh* sound? Pronounce each word distinctly and indicate the number of syllables in each word.

Look up the interesting derivation of *ambitious*. Underline the suffixes in these words. What is the meaning of the suffix? Find the original meaning. Record it in the following form:

peculiar = relating to property, one's own.

familiar = relating to the family.

regular = relating to rule.

popular = relating to the people.

vulgar = relating to the people.

Note the dropping of the *e* in *spicy* and *icy*. Cite the rule. Why is the *t* doubled in *gritty*? What is the evident meaning of *y* as a suffix?

Note that *accurate* comes from the Latin word meaning to take care, hence *exact*.

SEVENTH GRADE

What two prefixes in *insubordinate*?

These words ending in *ant* are all from the Latin participle ending in *antis*. This corresponds to the English particle in *ing*.

Copy the words of this list and underline the suffixes. What does the suffix *ary* mean? How many syllables in *convenient*? What does the suffix *ite* mean?

We have four adjective suffixes here:

ern = in the direction of

ile = relating to

id = being

ory = relating to

Try to define the words, using the meaning of the suffixes.

Copy these words and underline the suffixes. Try to find at least one other word under each suffix.

Discover in your reading, words that have the same suffixes as we have studied on this page.

REVIEW

Follow each adjective with an appropriate noun, e. g.,

a *declar* sentence

a relative pronoun

an *ir* sentence

nominative case

an *ence*

infinitive group

Seventh Grade

declarative	imperative	nominative	transitive
interrogative	relative	infinitive	intransitive
partial	annual	social	spiral
impartial	punctual	initial	total
tedious	conscious	suspicious	nervous
furious	unconscious	ambitious	treacherous
peculiar	regular	popular	particular
familiar	irregular	unpopular	vulgar
gritty	faulty	spicy	healthy
fluffy	guilty	icy	wealthy
accurate	subordinate	vacant	ignorant
fortunate	insubordinate	emigrant	fragrant
contrary	convenient	inconvenient	definite
military	decent	indecent	favorite
customary	frequent	infrequent	opposite
southern	frigid	hostile	satisfactory
northern	stupid	fragile	exclamatory
heroic	masculine	lonesome	homely
<i>magic</i>	<i>feminine</i>	wholesome	lovely

SIXTH GRADE

List of Phonograms

These are all phonograms—words spelled according to sound. Some are a little troublesome on account of equivalent sounds. Use each word in the first group as a noun, and as a verb, e. g.,

Come to the aid of the party. He recovered from the **attack**.

The societies **aid** their members. The tigers **attack** their prey furiously.

Add **ed** to the verb if it makes it any easier to form a sentence.

Use the words in the second group in the same way. It is sometimes easier to use what is called the infinitive form of the verb, that is, the form with **to**, e. g.,

The Seniors started **to rush** the Freshmen. The children began **to shout**. If you prefer, you may use the words as infinitives instead of real verbs.

Use these adjectives with appropriate nouns.

Form the plural of these nouns. Sometimes you will increase the number of syllables in forming the plural. Can you tell when?

These are nouns without any plural. Use each in a sentence.

Form the past form of these verbs, e. g.,

carve	carved	flee	fled
coo	cooed	cease	ceased

These are pairs of phonograms.

Sixth Grade

aid	calm	frown	loop
attack	charge	grit	ooze
boast	charm	leap	pause
brood	crew	list	roast
rush	spy	trail	deal
shout	stew	wrinkle	dread
snort	taunt	coil	hint
snub	thirst	crease	litter
apt	plush	dreary	moist
calm	sole (only)	drawn	vain woman
badge	lung	ounce	wreath
clam	maid (a girl)	purse	cell
flame	mound	slave	hoof
gown	vault	spy	noose
dew	trash	yeast	haze
lye	trout	drouth	mood
carve	flee	mend	slay (to kill)
coo	knead dough	shear	yield
dread	neigh	cease	deed
gutter	grumble	dumb	snatch
mutter	mumble	crumb	scratch

Sixth Grade—Alphabetical List

abbreviation	bargain	civilized	decimal
abuse	beauties	college	defeat
acid	beyond	colonel	describe
admission	border	compare	description
advertise	breadth	compliment	diagram
advice	briar	conquer	disturb
advise	bulge	continue	doubt
afford	café	correct	doubtful
albumen	calico	consent	dunce
alcohol	carrot	conscious	dwarf
alligator	casket	contain	dye
almanac	caution	contest	embroidery
alum	canker	control	entered
antarctic	caper	cottage	entertain
appetite	capsize	court	entrance
arctic	carpenter	credit	English
area	celluloid	crimson	equal
arrange	central	cucumber	Eskimo
arrive	cereals	currant	excel
assist	certain	cushion	expel
attempt	channel	custard	express
attention	Chinese	custom	favor
avenue	choir	damage	female
awkward	china	debt	flavor
<i>baboon</i>	cipher	decide	fragrant

Sixth Grade—Alphabetical List

fringe	journey	ninety	prophet
gallery	labor	noodles	puffy
gander	laundry	obedient	quotation
gasoline	lawyer	obliged	rapid
general	liquid	odor	rebel
gravel	liquor	omit	receipt
hazel	magazine	orphan	refrigerator
herb	maple	package	reign
holy	margin	panel	remark
huge	marry	parcel	repent
humming	material	parsnip	report
hurdle	manage	particular	remedy
hyphen	meddle	patience	resemble
icicle	mercy	pebble	retreat
ignorant	mere	peevish	ripple
imagine	method	peony	rival
impatient	merchant	poodle	route
important	metal	possible	ruffle
improve	midnight	precious	rumor
independence	mirror	predicate	Russian
industrious	misspell	prefer	sample
industry	mistake	preposition	sandwich
inquire	necessary	principle	satin
isle	nephew	promotion	satisfy
<i>joint</i>	<i>ninth</i>	pronoun	scarce

Sixth Grade—Alphabetical List

season	splendid	temperate	victim
secret	sport	terrible	violin
select	steel	therefore	vulgar
sermon	strength	thorough	warrior
servant	student	threat	wicked
shudder	stumble	thrown	willing
signature	success	timothy	withered
slouchy	summit	title	worth
solve	surrender	timid	witch
soprano	surround	trousers	wrestler
southern	syllable	ugly	zone
Spanish	talkative	union	
speech	tassel	verse	

SEVENTH GRADE

This is a list of words used in a history lesson, but often used in other connections.

Write the words containing double letters in a column by themselves. Underline the double letter. Rewrite to test the mastery of the words. Note the prefix **e** in **emigrants**, hence the one **m**. Note the **a** in the last syllable. Write the word, underlining the **e** and the **a**.

Why is the **c** soft in **pacify**? What part of speech is it? What is the adjective formed from the word? Pronounce **cartridge** distinctly before spelling, then you can't miss it.

Note the **ary** in **revolutionary**.

You will be interested in the unusual derivation of **assassin**. The word will mean much to you if you look it up.

Strange that one should find **reason** in **treason**.

Look up the first meaning of **democrat**, **candidate**, **senator**. These are of unusual interest. **Lieutenant**, **system**, **privilege** are also interesting derivations.

Write **seize** several times to fix the **e** before the **i**. You will remember that this word is the most common exception to the rule,

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Parallel is the hardest word in this lesson. Remember that the prefix is **para**, meaning **beside**, and the root word is **allellos** (of one another). **Latitude**, **longitude**, **altitude**, and **depth** are easily spelled if pronounced correctly.

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The words in this lesson are all connected with burial. **Cemetery** is the only difficult one. Write it correctly the first time and you will have no trouble with it. It is generally given in examinations as a test word. Note that there are no double letters in this list.

Here are some troublesome words in connection with accidents. Underline the prefixes in the first five words. Look up the derivation of **hospital**. It is one that you will remember.

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Seventh Grade

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alliance	Christ	opponent	assassin
foreigners	pacify	challenge	assassination
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mourn	cemetery	honor	bury

accident	explosion	ambulance	witness
collision	unconscious	hospital	sorrow

insult	seize	rascal	assassin
challenge	weapon	villain	assassination

SEVENTH GRADE

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Form nouns from these adjectives, writing these nouns under their respective adjectives, underlining the suffix.

In writing the adjectives underline any prefixes that occur. Don't make a mistake and find a prefix in *imaginary* or *decent*, as the *im* and *de* are part of the root in these words.

To what part of speech is *y* added in each of the following words? To what rule is *am* *y* an exception? Can you see why the word was not formed according to the rule?

The suffix in *simple* and *triple* is *ple*, which means *fold*. Can you see why *simple* means a tract *fold*? What does *triple* mean? The suffix in the other words is *e*.

Underline the suffix in each of the nouns.

Practise these words many times, being careful to sound the *u* correctly. Note that *ensure* is an exception to the rule:

before *e*
except after *c*

Seventh Grade

athlete	festival	occasion
mystery	opportunity	society
conceit	misery	advantage
democrat	rheumatism	wretch
essence	moment	participle
absurd	impossible	complete
imaginary	false	modest
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peasant	worship	pincers
missionary	summary	razor
dumpling	courage	opportunity
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SEVENTH GRADE

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SEVENTH GRADE

What two prefixes in *insubordinate*?

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REVIEW

Follow each adjective with an appropriate noun, e. g.,

a declarative sentence

a relative pronoun

n interrogative sentence

nominative case

n imperative sentence

infinitive group

Seventh Grade

declarative	imperative	nominative	transitive
interrogative	relative	infinitive	intransitive

partial	annual	social	spiral
impartial	punctual	initial	total

tedious	conscious	suspicious	nervous
furious	unconscious	ambitious	treacherous

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fluffy	guilty	icy	wealthy

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fortunate	insubordinate	emigrant	fragrant

contrary	convenient	inconvenient	definite
military	decent	indecent	favorite
customary	frequent	infrequent	opposite

southern	frigid	hostile	satisfactory
northern	stupid	fragile	exclamatory

heroic	masculine	lonesome	homely
<i>magic</i>	<i>feminine</i>	wholesome	lovely

SEVENTH GRADE

This first list contains words that can be used as verbs and nouns. Notice the occasional change in the accent when those are used in the different ways. Where is the accent placed when they are used as verbs? Use each as a verb and as a noun.

Be very careful about the word **effect**. Many persons use it incorrectly in place of **affect**. **Effect** used as a noun means **result**, e. g., the **effect** of the rain. **Effect** as a verb means **to bring about a result**, e. g., **to effect** a change in the law.

Form nouns from these verbs. Be positive of the spelling of these nouns. Remember the prefix in **disappear** contains only one **s**.

Form nouns from these verbs also. Do not be caught on **proceed**.

proceed

proceeding

procedure

From what word is each of the following nouns derived? Be sure you can spell the shorter word correctly. Consult the dictionary if in the slightest doubt.

Seventh Grade

extract	regret	reward	sorrow
conduct	disguise	approach	envy
import	request	support	exhibit
export	accent	employ	challenge
insult	gossip	honor	effect
object	ridicule	venture	witness

analyze	mourn	depend	discuss
modify	apply	descend	disobey
rehearse	cancel	interrupt	elect
illustrate	confess	destroy	oppose
digest	direct	disappear	persuade

endure	require	adopt	reprove
examine	seize	reckon	resent
excite	parse	acquainted	occupy
expand	scribble	aggravate	acquire
proceed	furnish	presume	provoke

conjunction	cancellation	revolution	failure
explanation	definition	revival	complaint
digestion	pronunciation	reproof	acquaintance
explosion	collision	invitation	echoes
<i>assassination</i>	<i>suspicion</i>	<i>foreigner</i>	<i>superinten</i>

SEVENTH GRADE DERIVATIVES—SUGGESTIVE TREATMENT OF THESE

Journal comes from a French word meaning **day**. The suffix **al** made it originally an adjective. Can you trace its present meaning from this source?

Audience comes from a Latin word **audire**, to hear. Trace its meaning.

Nuisance comes from the French word **nuire**, from the Latin **nocere**, to hurt. Define nuisance, showing the force of the root and suffix.

Catechism comes through the Latin **catechizare**, from the Greek **katechizo**, meaning to instruct, originally to **din into one's ears**. Define catechism, giving the force of the suffix **ism**.

Arbor comes from the Latin **arbor**, a tree. Why **Arbor day**?

Banquet originally meant a small bench or table upon which wine was served after the more sumptuous repast. The **et** is a form of the diminutive **ette** or **etto** found in the Romance languages.

The Romance languages are those whose foundation is largely from the Latin, e. g., the French, and the Italian.

Bologna is applied to a kind of sausage and is spelled exactly as the Italian city, Bologna.

Brittle comes through the Middle English **britten**, from the Anglo-Saxon **breotan**, to break, and means easily broken. The **le** found in many of our words is a form of the Middle English **el**, from **ol**, the Anglo-Saxon.

Brunette comes through the French. The diminutive **ette** is added to **brun**, meaning **brown**, a little brown or brownish.

Burglar is probably a combination of two French words, meaning originally a town-robber.

Cinnamon is an old Hebrew word. See, the Bible, **Exodus xxx**, 23, and **Rev. xvii**, 13.

Courage comes from the Latin **cor**, the heart. Can you explain its present meaning from its derivation?

Cupola has an interesting derivation. It is formed as a diminutive with suffix **la** from the Low Latin **cupa**, a cup, from its cuplike shape.

Gymnastics comes from a Greek word meaning to **train naked**. The Greek youths had a long training in bodily exercises.

Current comes from the Latin word meaning to **run**. You can trace its present meaning easily.

Essence comes from the Latin **esse**, to be. The **essence** of anything is that which makes it what it is; it is the thing itself. **Essence** of peppermint is pure peppermint, if we judge by the use of the word **essence**.

Suburb comes from the prefix **sub**, under, below, or near, and **urbs**, a city. Define it.

Wretch means originally an outcast, one driven out, an exile.

Semester comes from two French words, meaning six months, hence *half year*. What is a semester as we use it?

Proverb comes from **pro**, meaning before, and **verb**, meaning word. Can you see how it comes to mean a maxim?

Pauper is the Latin word for poor.

Shrewd is derived from **shrew**, and originally meant shrew-like, wicked. It now means cunning, acute, or keen.

Milliner is probably a corruption from **Milaner**, a dealer in wares from Milan. Originally it meant a seller of small wares. **Millinery** is derived from **milliner** by adding **y**.

Experience, comes from a Latin root meaning to try thoroughly, hence means knowledge due to trial.

Mackintosh, a waterproof overcoat, is named from the inventor.

Grizzly is formed by adding the suffix **y** to the old word **grisel**, a gray-haired man.

Canvas means originally hempen cloth, from a Latin word meaning **hemp**.

Kerosene comes from the Greek word meaning wax.

Poultry is derived from the French word **pulet**, meaning chicken.

Effort is composed of a form of the prefix **ex**, meaning out, and the root, **fortes**, meaning strong: hence a putting out or forth of strength.

Lattice is from the French word **lattes**, lathe work.

Quarry is from the Latin **quadraria**, a place where squared stones are got. What part of the root suggests square?

Let each member of the class take one or two of the remaining words on this page of interesting derivatives, and be able to tell the class the next day what the derivation is. The teacher will probably have to help some of the children to give a satisfactory explanation of the derivation. Do not attempt a formal definition, but aim to interest the pupils in the "fossil poetry" of words, as Trench calls these buried meanings. This interest reacts wonderfully on the spelling of words and, most important of all, it begets and fosters the habit of looking closely at the make-up of words. The aim should be to arouse an interest that can be utilized later for a more systematic study. The list of common prefixes and suffixes in the appendix should be used often as a reference.

Seventh Grade

journal
audience
nuisance

catechism
arbor
banquet

bologna
brittle
brunette

burglar
cinnamon
courage

cupola
gymnastics
current

essence
suburb
wretch

semester
proverb
pauper

shrewd
milliner
millinery

experience
mackintosh
grizzly

canvas
kerosene
poultry

effort
lattice
quarry

diameter
circumference
radius

capillary
lieutenant
interrupt

triangle
introduce
despise

clumsy
proceed
repel

museum
muscle
microscope

telescope
telephone
telegraph

rehearse
antecedent
analyze

SEVENTH GRADE

Words are listed here under the heads of physiology, grammar, arithmetic. The derivation of these words is particularly interesting and a knowledge of this derivation can not fail to add interest to the study under which they are listed. Divide the words among the class and thus lessen the work of looking the words up in the dictionary.

Note the *ine* in *quinine*, *vaseline*, and *glycerine*. Copy the words containing a double letter and underscore the double letter.

Remember the two *m*'s and the two *a*'s in *grammar*. Look up the derivation of these words, if you do not know them already. You can understand their use in the grammar class if you know their meaning.

This arithmetic list is decidedly the most difficult list under the heads that we have yet had. But we have had a number of the words listed under other heads. Will *parallel* and *cancellation* catch you with double *l*'s? There are some interesting derivatives among these too. Some of these you know already. Look up at least two of them. See if you find the most interesting ones.

Seventh Grade

physiology	museum	ambulance	pneumonia
science	specimen	hospital	typhoid
anatomy	apparatus	temperature	measles
skeleton	syringe	disease	rheumatism
veins	oxygen	scavenger	cancer
saliva	zinc	cartilage	nervous
nostril	quinine	inflamed	digestion
capillary	vaseline	inflammation	fever
artery	glycerine	microscope	brain
grammar	antecedent	gender	relative
analyze	apostrophe	masculine	interrogative
parse	definition	feminine	declarative
accent	discuss	neuter	exclamatory
conjunction	adjective	nominative	complement
preposition	adverb	possessive	transitive
participle	interjection	objective	intransitive
infinitive	speech	modify	subordinate
arithmetic	cancel	circumference	triple
pyramid	canceled	diameter	twentieth
altitude	ratio	radius	balance
parallel	cancellation	triangle	decimal

Seventh Grade—Alphabetical List

absurd	artery	canvas	contrary
accent	asparagus	capable	convenient
accident	assassin	capillary	courage
accommodate	assassination	capsule	cupola
accurate	athlete	cartilage	current
acquainted	audience	cartridge	czar
acquaintance	balance	catechism	daily
acquire	banquet	cemetery	dealt
adopted	beneath	century	death
advantage	berth	census	decent
aggravate	blond	challenge	declarative
alliance	blonde	chapter	definition
ambition	blunder	Christ	depend
ambulance	blueing	cinnamon	depth
analyze	bologna	circumference	descend
anatomy	borne	clumsy	despise
annual	brittle	collision	destroyed
antecedent	brunette	comet	diameter
apparently	burglar	complaint	digest
apostrophe	burial	complete	digestion
apparatus	cancel	conceit	direct
apply	cancellation	conduct	disappear
approach	cancer	confess	discuss
<i>arbor</i>	candidate	conjunction	disguise
<i>arouse</i>	canyon	continually	disobey

Seventh Grade—Alphabetical List

dumpling	foreigners	intransitive	modify
effect	fortunate	introduce	moment
effort	frequent	invitation	modest
elect	furious	kerosene	mourn
emigrant	future	lattice	mortar
employ	genius	leisure	museum
endure	geyser	liberty	narrow
envy	glycerine	license	nervous
essence	gossip	linen	neuter
examine	gracious	lieutenant	nominative
excite	grizzly	literature	nostril
exclamatory	gymnastics	longitude	nuisance
exhibit	honor	machinery	object
expand	imaginary	mackintosh	occasion
experience	immense	masculine	occupy
explode	impatient	massacre	opponent
extract	imperative	measles	oppose
failure	import	medal	opportunity
false	impossible	microscope	opposite
favorite	infinitive	milliner	outrage
feminine	inflamed	millinery	oxygen
festival	initial	military	pacify
fisheries	insult	missionary	parse
flannel	interrupt	misery	participle
<i>flimsy</i>	<i>interrogative</i>	modern	parallel

Seventh Grade—Alphabetical List

partial	razor	shrewd	treacherous
pauper	reckon	skeleton	treason
peasant	region	social	tremble
peculiar	regular	society	treasure
pension	regret	sorrow	transitive
persuade	rehearse	specimen	triple
physiology	relative	sphere	triangle
pincers	render	spiral	twentieth
pneumonia	repel	squad	typhoid
popular	reprove	staple	tyrant
poultry	reproof	stupid	uncivilized
presume	request	subordinate	unconscious
privilege	require	suburb	upheld
proceed	resent	summary	uphold
probably	revolutionary	support	vacant
pronunciation	revival	superintendent	vaseline
proverb	reward	suspicious	veins
provoke	ridicule	syringe	venture
pulley	rosin	system	villain
punctual	saliva	tariff	volcanoes
pyramid	satisfactory	tedious	weapon
quarry	scavenger	temperature	wholly
quinine	science	territory	witness
radius	scribble	tomb	wilderness
<i>rascal</i>	semester	topic	wretch
<i>ratio</i>	seize	total	wretched

EIGHTH GRADE

Here are a few verb suffixes: **ate** and **ize**.

Note the variation of **ize** in **criticise**, **analyze**, and **paralyze**.

Underline the two **g**'s in **exaggerate**.

This is a list of transitive verbs. Change to the past tense by adding **ed**, and then select objects that indicate the meaning, e. g.,

accompanied the singer	announced the wedding
acknowledged his mistake	affected the audience
annoyed the speaker	assured his attorney

This is a similar list. Treat it in the same way.

Supply transitive verbs, making these nouns objects, e. g.,

offered an apology	cast his ballot
cleared the atmosphere	appointed his cabinet
employed the attorney	opened his campaign

Treat this lesson in the same way as the preceding one.

Eighth Grade

ventilate	apologize	pulverize	analyze
evaporate	civilize	realize	paralyze
exaggerate	emphasize	baptize	criticise
investigate	recognize	capsize	memorize
accompany	annoy	convert	display
acknowledge	assure	corrupt	distribute
announce	benefit	crochet	distinguish
affect	condemn	discuss	disgust
embarrass	impose	produce	repeal
endure	inclose	propose	repair
execute	nourish	recommend	reinforce
exert	prevent	regard	secure
utter	unite	transplant	prophecy
apology	cabinet	catalogue	companion
atmosphere	campaign	chauffeur	corpse
attorney	career	colon	corset
ballot	cartoon	committee	criticism
cylinder	diploma	endeavor	glimpse
dawn	disciple	energy	income
decision	discipline	essay	influence
defence	eclipse	felon	institute

EIGHTH GRADE

The suffix **al** is frequently an adjective suffix and means relating to. Define as many of these words as you can by using the meaning of the suffix.

Crystal can be traced to the Greek word **frost**, hence **frozen**, hence **ice**, then **clear ice** or **crystal**.

Moral comes from **mores**, meaning **customs** or **manners**. The race imposes its customs upon the individual, hence our word **moral** means relating to the customs that have proven necessary for the good of society.

Mortal is derived from the Latin root **mors**, **mortis**, death—hence the meaning **subject to death**.

ous = full of, or abounding in **able** = worthy of, that may be.

Pronounce these words, indicating the number of syllables. Then write each word divided into syllables. If you look at the words carefully while pronouncing them and note the force of each letter, you can not miss them. Can you define each word clearly by using the meaning of the suffix? The word **curious** comes from the Latin **cura** = care or attention.

These words end in the suffix **ary**, relating to. It would be interesting for each member of the class to take one of these words and trace its derivation.

Pronounce the words in the first column distinctly, looking carefully at the **i** in the suffix. What does the suffix mean? Write the words in the second column, underscoring the **a** in **ant**. If you pronounce the remaining words of this list carefully, then write them while pronouncing them, you can not miss them. They are not hard.

These words ending in **ial** are frequently misspelled. Notice the **sh** sound of **ci** and **ti** in a number of words. Look at the **ent** words. Write them and underline the **e** in **ent**.

ar = relating to **ine** = belonging to **y** = full of **ate** = full of
Find another word under each of these suffixes.

ic = pertaining to **ish** = like **less** = without **full** = full of
Define each of these words, and find another word under each suffix.

Write each of these words with a suitable noun, e. g.,

comical situation	personal friend	political campaign
crystal palace	practical machine	physical defect
moral person	mortal wound	inaugural address

This assignment may follow each lesson or it may be used as a series of reviews when the page is completed.

Eighth Grade

comical	personal	political	horizontal
crystal	practical	physical	actual
moral	mortal	inaugural	ornamental
conscientious	curious	agreeable	respectable
serious	boisterous	serviceable	considerable
religious	tremendous	changeable	suitable
glorious	famous	lovable	comfortable
literary	military	revolutionary	sanitary
ordinary	contrary	imaginary	auxiliary
extraordinary	necessary	customary	arbitrary
responsible	abundant	responsive	attractive
horrible	extravagant	sensitive	executive
terrible	ignorant	suggestive	fugitive
artificial	adverbial	intelligent	sufficient
official	initial	impudent	ancient
commercial	partial	recent	transparent
regular	genuine	fiery	desperate
particular	feminine	dreary	fortunate
perpendicular	masculine	hasty	private
public	childish	colorless	fearful
Catholic	bluish	speechless	skillful
<i>sarcastic</i>			

Eighth Grade—Alphabetical List

abroad	baptist	condemn
abscess	baptize	condition
abundant	bayou	conceive
accompany	benefit	concern
accustomed	behavior	conscience
acknowledge	boisterous	conscientious
affected	bosom	consequence
affection	cabinet	considerable
affair	campaign	constitution
ammunition	capable	convert
anarchist	career	corpse
ancient	cartoon	corrupt
angle	catalogue	corset
announce	catarrh	criticize
annoy	Catholic	criticism
apology	chauffeur	crochet
appendicitis	character	crystal
artificial	Christian	curious
association	citizen	cylinder
assure	civil	dawn
asylum	civilization	decision
atmosphere	colon	declaration
attorney	comical	defence
auxiliary	committee	desperate
average	companion	dialogue
bachelor	complexion	diploma
ballot	confederate	disciple

Eighth Grade—Alphabetical List

discipline	fender	inclose
discuss	felon	inclosed
disgust	fiction	inflammation
display	fiery	influence
distribute	fugitive	impudent
distinguish	gaiety	insane
duty	gamble	institute
eclipse	garrison	instinct
education	genuine	intelligent
embarrass	glimpse	intelligence
emphasize	glisten	investigate
emphasis	guardian	irregular
endeavor	height	jeweler
endure	horrible	judgment
energy	horrid	jury
essay	horizontal	knowledge
evaporate	hobble	laboratory
execute	humbug	lecture
executive	illness	liable
exaggerate	ignorance	literary
exert	immoral	lyceum
exhausted	immortal	marriage
expedition	impose	moral
extraordinary	inauguration	mortal
extravagant	incorrect	mortgage
extreme	income	nourish
familiar	incomplete	opinion

Eighth Grade—Alphabetical List

oration	pursuit	secede
ordinarily	quality	secretary
originally	quantity	secure
parallelogram	quarantine	seldom
parliament	realize	senate
partition	recent	sensitive
patent	reception	service
percentage	recommend	skillful
perpendicular	recognize	souvenir
personal	regard	spirit
physical	reinforce	sufficient
physician	religion	suggest
political	religious	suggestion
politics	repeal	sympathy
practical	repair	temptation
precise	remedy	transfer
premium	remnant	transparent
prevent	reputation	transplant
privilege	residence	treasury
profession	resort	trifle
profane	responsible	unfortunate
produce	responsive	unite
prophecy	retire	university
propose	ridicule	utter
Protestant	salary	variety
prospect	sarcastic	ventilate
pulverize	scheme	ventilation

SPECIAL LISTS.

As stated in the introduction, these special lists can better be prepared by the teacher as the need arises in the recitation. As the terms occur in their normal setting, they should be written on the board and left there for reference afterwards. Those most frequently needed in written work could be assigned for study. The most technical should be placed where they would be available when needed for written work. One of the purposes of examination is to fix the essential facts of the subject studied; hence the technical terms in a conspicuous place would be one means of fixing these facts. These special lists have been selected from the lists sent by teachers as words the children need to know how to spell for the written work in the various subjects. They have only a transient value, as they disappear from the vocabulary in a short time. They are listed here for convenient reference. Teachers are asked to express their opinions as to the advantage of this, and to suggest additions and omissions as well as a different arrangement or sequence.

SPECIAL LISTS

Physiology and Hygiene

hygiene	apparatus	nutrition	symptom
sanitary	syringe	palatable	quarantine
oxygen	narcotic	beneficial	disease
nitrogen	disinfectant	convalescent	contagious
carbon dioxide	antiseptic	stimulant	antidote
exhaustion	diaphragm	pancreas	apiglottis
fatigue	abdomen	salivary	larynx
benumb	stomach	tongue	sinews
fracture	intestine	esophagus	muscles
concussion	alimentary	aorta	cartilage
abscess	diphtheria	pleurisy	appendicitis
catarrh	tuberculosis	rheumatism	meningitis
malaria	pneumonia	canker	bronchitis
dyspepsia	paralysis	eczema	tonsilitis
typhoid	decease	ague	autopsy
physique	bacteria	secrete	sterilize
strength	infection	artery	exercise
health	inhale	veins	muscular
<i>vigor</i>	exhale	pulmonary	digestible
<i>energy</i>	perspiration	capillaries	proteids

SPECIAL LISTS

History and Civics

civil	county	equalization	community
government	assessor	charter	service
legislative	auditor	ordinance	politics
executive	superintendent	franchise	attorney
judicial	collector	amendment	authority
representative	candidate	immigrants	appointment
democratic	eligible	emigrants	congressional
republican	qualification	delegate	senator
progressive	caucus	initiative	assembly
prohibition	campaign	referendum	administrative
constitutional	tariff	panic	capital
reconstruction	income	colonization	capitol
revenue	currency	electoral	emancipation
excise	depreciate	presidential	proclamation
inheritance	crisis	compromise	abolition
confederate	besiege	cession	belligerent
secede	nullification	annexation	bivouac
secession	acquisition	negotiation	arbitration
predecessor	massacre	treaty	threat
reign	retreat	surrender	prophet

SPECIAL LISTS**Reported as Misspelled by Employees in a Department Store**

accommodation	crochet	chiroprapist	initial
stamping	negligee	manicure	embossed
embroidery	waist	increase	parent
zephyr	bloomers	decrease	association
bureau	reefers	received	advertise
library	record	refrigerator	jewelry
portable	telegraph	linoleum	tapestry
segregating	ledger	furnishing	drapery
account	combination	pictures	aigrette
receipt	island	cretonne	turquoise
barrack	bananas	Catholic	Lutheran
electric	potatoes	Protestant	Presbyterian
tobacco	depot	Baptist	Episcopal
cigars	physician	Unitarian	Methodist
pajamas	surgeon	Christian Science	Universalist

From the Drygoods Counter

bridal	bandeaux	champagne	buff
mercerized	beaded	charmeuse	gingham
taupe	blanket	pongee	madras
velveteen	breasted	crash	serge
voile	Bulgarian	cross-bars	plaid

A PAGE OF TROUBLESOME WORDS.

The words listed on this page are, with one exception, illustrations of the rule for doubling the final consonant. Spell each word and note the application of the rule. This page if mastered will prove a great economy in the future spelling of this puzzling type of word.

Troublesome Words Formed According to Rule

refer	referring	referred	reference
prefer	preferring	preferred	preference
confer	conferring	conferred	conference
defer	deferring	deferred	deference
recur	recurring	recurred	recurrence
occur	occurring	occurred	occurrence
incur	incurring	incurred	
remit	remitting	remitted	remittance
permit	permitting	permitted	permission
commit	committing	committed	commission
omit	omitting	omitted	omission
maintain	maintaining	maintained	maintenance
sustain	sustaining	sustained	sustenance
benefit	benefiting	benefited	beneficence
enrol	enrolling	enrolled	enrolment
expel	expelling	expelled	expulsion
compel	compelling	compelled	compulsion
repel	repelling	repelled	repulsion
excel	excelling	excelled	excellence*
precede	preceding	preceded	precedence
secede	seceding	seceded	secession
intercede	interceding	interceded	intercession
supersede	superseding	superseded
proceed	proceeding	proceeded	procedure

*The single exception on the page.

RULES FOR SPELLING.

From the Champion Spelling Book, Hicks.

1. Final *y*, preceded by a vowel, is retained before any suffix.¹ Examples: *played*, *playful*, *monkeys*, *obeying*.

2. Final *y*, preceded by a consonant, is retained before a suffix beginning with *i*, but is changed to *i* before any other suffix.² Examples: *drying*, *copyist*; *dried*, *dries*, *countries*, *lazier*, *lazily*.

3. Final *e* is retained before a suffix beginning with a consonant.³ Examples: *lovely*, *movement*, *wireless*.

4. Final *e* is usually dropped before a suffix beginning with a vowel.⁴ Examples: *loving*, *movable*, *noticing*, *changing*. BUT:

5. In endings *ce* and *ge*, final *e* is retained before a suffix beginning with *a* or *o*. Examples: *noticeably*, *changeable*, *outrageous*.

6. In endings *oe* and *ee*, final *e* is retained before any suffix except one beginning with *e*. Examples: *hoeing*, *shoeing*, *seeing*; *freer*.

7. Final *ie* is changed to *y* before a suffix beginning with *i*. Examples: *dying*, *lying*.

8. Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant on taking a suffix beginning with a vowel.⁵ Examples: *stopping*, *regrettable*, *preferred*, *transferring*, *excellent*.

9. Words do not double a final single consonant on taking a suffix beginning with a vowel, if the final consonant is preceded by two vowels, or if the word is accented on any syllable except the last.⁶ Examples: *moaning*, *traveling*.

¹ Exceptions: *daily*, *laid*, *paid*, *said*, *saith*, *slain*.

² Exceptions: *dryly*, *dryness*, *shyly*, *shyness*, *stily*, *slyness*; *beauteous*, *piteous*, *bounteous*, *plenteous*, *duteous*.

³ Exceptions: *abridgment*, *acknowledgment*, *judgment*, *lodgment*, *argument*, *awful*, *duly*, *duty*, *truly*, *wholly*, *nursling*, *wisdom*.

⁴ Exceptions: *acreage*, *mileage*, *singeing*, *tingeing*, *dyeing*, and words covered by rules 5, 6, and 7.

⁵ Exceptions: *gases*, *gaseous*; *preferable*, *transferable*, *preference*, and other derivatives of words ending in *-fer*, with suffixes other than *ed* and *ing*. Final *x* is never doubled.

⁶ Exceptions: *cancellation*, *tranquillity*, *woolly*; derivatives of *crystal*, *metal*, *humbug*, and *pertwig*, as *crystallize*, *metallic*, *humbugged*, etc. In *quizzing*, *equipped*, and other such words, the *u* is not really a vowel.

APPENDIX

Consisting of Interesting Writing Vocabularies
Tabulated From

Business and Social Correspondence

List Recommended by the Simplified Spelling Board

A Hundred Spelling Demons

A List of Prefixes and Suffixes

WRITING VOCABULARY LISTS.

Tabulated from Business and Social Correspondence

The following lists of words have been tabulated from business and social correspondence. There are several lists being prepared that are not yet ready for publication. The business correspondence has been tabulated in our office. A comparison of these lists will indicate at once a fundamental writing vocabulary of less than a thousand words for ordinary purposes of life. Where the words of this basal writing vocabulary are grouped, so that the inflected and obviously derived forms are listed under the root word, and not counted separately, this number is considerably reduced. A knowledge of the rules of spelling gives the individual a command of the spelling of these inflected and derived forms without additional effort.

If the technical words were omitted from the business lists, the number as recorded would be materially decreased. The segregation of these words is not feasible at the present time. It is the intention of the writer to secure a standard for listing words in these correspondence lists, that will make a comparative study possible.

It is necessary for final conclusions that more evidence be secured, and we take this opportunity to ask Parents' and Teachers' Clubs to contribute to the investigation. It entails but little work when done collectively. If the words in twenty-five letters could be tabulated by each club undertaking the task, ten such lists would furnish evidence equal to that of the Ayres list.

The tabulation of these vocabularies furnishes practical drill in spelling and in typewriting work in commercial courses in high school. We have been assisted by the pupils of the Sacramento High School in the present investigation. Pupils were sent to our office for experience in office work, and we take this opportunity to thank these willing workers and their teacher, Miss DuFour, of the Commercial Department of the Sacramento High School.

The Russell Sage Foundation List, Compiled by Dr. Leonard P. Ayres.

The 542 words which with their repetitions constitute seven eighths of the 23,629 words tabulated.

a	311	before	17	card	7
and	697	because	12	cause	7
as	241	beg	12	Christmas	7
at	138	boy	10	consider	7
are	103	business	10	chain	6
am	65	baby	9	committee	6
an	48	back	9	convenience	6
also	46	become	8		
about	45	bed	8	dear	380
all	41	box	8	do	53
ask	23	bad	7	day	39
absence	22	believe	7	during	26
appoint	22	both	7	doctor	24
another	21	building	7	date	23
afternoon	19	begin	6	did	22
allow	19	busy	6	don't	20
again	19			desire	18
attend	19	can	76	distribute	11
arrange	18	could	38	December	10
article	18	children	27	department	10
away	17	call	20	does	9
association	17	copy	20	different	8
ago	14	cent	19	done	8
appreciate	14	city	18	decide	7
August	14	cordially	15	direction	7
accept	14	cover	14	down	7
anything	14	child	14	develop	6
attention	14	check	14	direct	6
April	14	case	12		
account	10	class	12	enclose	82
alone	8	catalogue	12	experience	17
appear	8	course	11	enough	15
await	8	certain	10	expect	15
application	7	convenient	10	education	14
arrive	7	cold	9	evening	14
assistance	7	company	9	each	12
assure	7	contain	9	early	12
always	6	center	8	either	12
among	6	claim	8	earliest	11
		change	8	entitle	
be	148	cost	8	else	
by	101	country	8	especially	

expense	8	her	31	list	
ever	7	home	31	look	
effort	6	him	21	love	
enjoy	6	house	18	lady	
examination	6	how	18	line	
from	107	hear	17	leave	
find	58	help	13	late	
feel	26	hour	10	left	
follow	25	hand	9	lesson	
first	23	hat	7	labor	
friend	21	hard	7	land	
Friday	17	heard	7	least	
four	14	hold	7	my	2
favor	13	half	6	me	2
forward	12	honor	6	Miss	
February	11	hospital	6	may	
few	11	I	1080	mail	
fine	11	it	197	Mr.	
felt	10	is	144	madam	
factory	10	interest	24	make	
fill	9	information	22	much	
father	8	intend	15	money	
further	8	inform	13	morning	
fully	7	investigate	13	made	
form	6	ill	12	most	
finally	6	importance	9	many	
found	6	inspect	8	Monday	
gentleman	55	issue	7	month	
good	47	illustrate	6	matter	
get	37	impossible	6	medical	
go	34	instead	6	meeting	
give	31	just	30	mother	
grant	29	January	18	March	
glass	23	July	15	May	
girl	20	June	10	member	
glad	20	kindly	58	mention	
given	11	know	52	measure	
general	10	kind	20	must	
gold	9	keep	17	material	
gave	7	kindness	11	move	8
have	216	letter	61	man	7
has	65	like	37	mean	7
hope	56	let	36	meet	7
he	51	last	25	mark	7
had	41	little	21	men	7
	33			number	6
				now	2

next -----	29	pleasure -----	9	so -----	82
no -----	24	place -----	9	some -----	61
need -----	22	position -----	9	sent -----	53
new -----	21	post -----	9	school -----	51
name -----	14	promise -----	8	she -----	46
necessary -----	12	prompt -----	8	soon -----	32
November -----	12	publish -----	8	see -----	31
night -----	11	panel -----	7	soap -----	27
never -----	9	pair -----	7	same -----	24
nice -----	8	pass -----	7	size -----	24
nothing -----	7	probably -----	7	since -----	22
note -----	7	pretty -----	7	stamp -----	22
news -----	6	paid -----	6	show -----	20
none -----	6	person -----	6	state -----	19
of -----	511	plain -----	6	separate -----	18
on -----	150	pleasant -----	6	shall -----	17
once -----	105	practical -----	6	subject -----	17
one -----	99	prefer -----	6	say -----	16
or -----	59	president -----	6	such -----	16
our -----	56	print -----	6	Sunday -----	16
oblige -----	52	private -----	6	sure -----	16
other -----	43	question -----	14	September -----	13
order -----	40	quite -----	7	start -----	13
out -----	27	receive -----	67	study -----	13
over -----	19	respectfully -----	63	secretary -----	12
only -----	18	return -----	38	shipment -----	12
office -----	17	report -----	25	speak -----	12
o'clock -----	13	reply -----	23	Saturday -----	11
off -----	11	room -----	16	secure -----	11
October -----	10	remain -----	14	service -----	11
offer -----	9	reason -----	13	sorry -----	11
old -----	8	request -----	12	something -----	10
out -----	7	receipt -----	10	small -----	9
open -----	6	reach -----	9	summer -----	9
please -----	182	read -----	9	salary -----	8
possible -----	36	recent -----	9	several -----	8
premium -----	25	representative -----	9	street -----	8
present -----	24	rain -----	7	success -----	8
picture -----	21	ready -----	7	second -----	8
people -----	18	remember -----	7	set -----	7
public -----	16	right -----	7	short -----	7
paper -----	15	recommend -----	6	signature -----	7
plan -----	14	red -----	6	slide -----	7
pamphlet -----	12	reference -----	5	special -----	7
particular -----	11	relative -----	6	stand -----	7
personal -----	11	send -----	176	still -----	7
part -----	9	sir -----	113	stop -----	7

surprise -----	7	ticket -----	7	want -----	29
saw -----	6	trouble -----	7	where -----	24
select -----	6	towards -----	7	write -----	18
silver -----	6	try -----	7	well -----	16
song -----	6	us -----	40	why -----	16
splendid -----	6	under -----	37	way -----	14
statement -----	6	up -----	29	while -----	14
supply -----	6	use -----	23	willing -----	12
the -----	918	understand -----	18	written -----	12
to -----	627	until -----	17	without -----	11
that -----	207	used -----	10	Wednesday -----	10
this -----	172	unfortunate -----	7	wear -----	8
truly -----	166	upon -----	6	woman -----	8
thank -----	113	very -----	246	wrote -----	8
they -----	53	visit -----	7	weather -----	7
two -----	36	volume -----	7	wonder -----	7
tell -----	27	will -----	297	wait -----	6
think -----	27	with -----	255	watch -----	6
trust -----	27	which -----	143	went -----	6
thought -----	20	was -----	79	west -----	6
Thursday -----	15	work -----	65	white -----	6
Tuesday -----	13	what -----	53	whom -----	6
teacher -----	12	when -----	53	world -----	6
to-day -----	10	who -----	53	worth -----	6
table -----	9	wish -----	43	you -----	635
talk -----	9	week -----	36	your -----	585
though -----	9	were -----	34	year -----	40
took -----	9				

Dr. Frederic Burk's List from 91 Friends' Letters

19,288 words; 752 different words

SPELLING WORDS

a	298	attempts	3	bed	3
all	171	arrange	3	brain	3
are	152	affair	3	book	3
am	141	ashore	3	bloom	3
as	130	agree	3	blue	3
at	113	but	159	between	3
any	54	be	126	brought	3
an	50	been	93	blossom	3
along	26	by	39	came	70
again	28	before	39	can	54
asked	29	because	34	could	39
after	30	better	29	certainly	23
also	24	busy	22	call	21
afternoon	21	boy	19	called	21
answer	21	boys	19	course	19
always	19	believe	17	class	16
awful	19	began	15	coming	14
awfully	19	both	14	cold	14
attended	15	back	13	children	13
able	14	birthday	13	company	13
aunt	14	big	13	circumstance	13
already	13	biggest	13	chance	13
arrive	13	bigger	13	change	5
arrived	13	beginning	13	counting	5
arriving	13	badly	5	care (d)	5
ago	13	become	5	church	5
afraid	5	bring	5	cousin	5
advantage	5	being	5	covering	5
automobile	5	bidding	5	city	5
although	5	ball	5	child	3
April	5	blame	5	celebrate	3
around	5	beach	5	color	3
accept	5	bit	3	cause	3
another	5	bother	3	case	3
across	3	begin	3	cook (ing)	3
ahead	3	boat	3	car	3
appear	3	break	3	cottage	3
absent	3	breakfast	3	couple	3
almost	3	bunch	3	card	3
art	3	beauty	3	counting	3
asks	3				

clock -----	3	except -----	15	following -----	5
comparatively ---	3	everything -----	15	four -----	5
camping -----	3	evening -----	14	fat -----	5
commence -----	3	enjoyed -----	13	funny -----	3
cent -----	3	enjoy -----	13	face -----	3
copied -----	3	enjoyment -----	13	forgot -----	3
cords -----	3	enjoying -----	13	finely -----	3
caved -----	3	enough -----	13	fall -----	3
condition -----	3	each -----	5	French -----	3
do -----	141	Easter -----	5	forgive -----	3
did -----	51	excited -----	5	fair -----	3
dear -----	43	excitement -----	5	fifty -----	3
down -----	35	experience -----	5	former -----	3
don't -----	21	ear -----	5	friendly -----	3
done -----	17	either -----	5	get -----	141
doing -----	17	expense -----	5	go -----	86
dance -----	15	employ -----	5	girls -----	37
doctor -----	15	eat -----	3	great -----	34
delightful -----	14	enclosed -----	3	getting -----	22
does -----	13	eye -----	3	gold -----	20
death -----	5	easy -----	3	grapes -----	16
doing -----	5	eve -----	3	guns -----	15
daughter -----	5	extra -----	3	glorious -----	15
dishes -----	5	election -----	3	glass (y) -----	13
dinner -----	5	else -----	3	guess -----	5
dozen -----	3	especially -----	3	grass -----	5
driving -----	3	extravagance ---	3	gathered -----	5
degree -----	3	expects -----	3	garden -----	5
dislike -----	3	Europe -----	3	gone -----	5
doubt -----	3	envelope -----	3	goes -----	3
disappoint -----	3	for -----	159	govern -----	3
dress -----	3	from -----	100	game -----	3
December -----	3	friend -----	38	greater -----	3
dreadful -----	3	few -----	26	greatest -----	3
different -----	3	first -----	22	grown -----	3
dropped -----	3	fun -----	15	generally -----	3
dry -----	3	father -----	15	grand -----	3
drawn -----	3	five -----	14	goodness -----	3
desire -----	3	fortunate -----	13	graduate -----	3
disagreeable ---	3	fall -----	13	have -----	235
door -----	3	for -----	13	had -----	138
drop -----	3	farm -----	13	her -----	97
drawing -----	3	farms -----	13	has -----	72
direction -----	3	farming -----	13	hear -----	48
end -----	17	frighten -----	13	how -----	34
ends -----	17	frightened -----	13	here -----	33
expect -----	15	forget -----	5	hope -----	30

house -----	29	journey -----	3	much -----	68
heard -----	27	jewels -----	3	morning -----	35
however -----	14	join -----	3	more -----	34
happiness -----	13	know -----	83	many -----	28
hard -----	13	keep -----	29	must -----	24
help -----	13	kinds -----	21	month -----	19
having -----	13	kindest -----	13	might -----	17
hour -----	13	kitchen -----	3	man -----	14
half -----	5	kindle -----	3	mail -----	14
hundred -----	5	keeping -----	3	myself -----	14
hurry -----	5	letter -----	83	mama -----	13
herself -----	3	last -----	54	matter -----	13
history -----	3	love -----	41	most -----	13
hospital -----	3	leave -----	19	married -----	5
hat -----	3	life -----	18	mountains -----	5
health -----	3	lot -----	15	met -----	5
horse -----	3	lots -----	15	minute -----	5
hardly -----	3	long -----	15	mate -----	5
happened -----	3	looking -----	5	mean -----	3
high -----	3	lines -----	5	mine -----	3
hay -----	3	looked -----	5	men -----	3
hall -----	3	laugh -----	5	making -----	3
hens -----	3	less -----	5	mile -----	3
homesickness -----	3	lonesome -----	5	mumps -----	3
heart -----	3	lately -----	5	missed -----	3
hand -----	3	lunch -----	5	Monday -----	3
heaviest -----	3	large -----	5	moved -----	3
happiest -----	3	living -----	5	minded -----	3
helped -----	3	latter -----	3	machine -----	3
I -----	661	loss -----	3	mention -----	3
it -----	262	lessons -----	3	not -----	161
is -----	243	lodge -----	3	now -----	82
in -----	184	lake -----	3	night -----	28
if -----	98	lawn -----	3	never -----	24
immediately -----	17	loose -----	3	nothing -----	24
invitation -----	15	longer -----	3	new -----	23
idea -----	13	lovely -----	3	news -----	20
into -----	5	lady -----	3	near -----	18
ill -----	5	lost -----	3	number -----	18
ice -----	3	lazy -----	3	nice -----	14
impossible -----	3	line -----	3	note -----	13
indeed -----	3	lead -----	3	needs -----	5
interested -----	3	least -----	3	nineteen -----	5
just -----	61	left -----	3	neighbor -----	5
job -----	13	land -----	3	nurse -----	3
joke -----	3	my -----	122	none -----	3
joy -----	3	me -----	110	national -----	3

natural -----	3	recently -----	3	sore -----	3
neither -----	3	rode -----	3	sometimes -----	3
of -----	254	riding -----	3	sleep -----	3
on -----	82	rules -----	3	self -----	3
over -----	40	roses -----	3	spring -----	3
or -----	34	right -----	3	sewed -----	3
only -----	20	regret -----	3	sheet -----	3
opens -----	17	ranch -----	3	sewing -----	3
often -----	14	resemble -----	3	spend -----	3
old -----	13	river -----	3	studied -----	3
own -----	13	roof -----	3	sitting -----	3
off -----	5	restaurant -----	3	surely -----	3
office -----	5	remittance -----	3	strong -----	3
oh -----	3	reason -----	3	something -----	3
owe -----	3	ring -----	3	sooner -----	3
others -----	3	see -----	51	sister -----	3
orange -----	3	seen -----	25	station -----	3
o'clock -----	3	said -----	18	supper -----	3
opposite -----	3	school -----	13	short -----	3
ought -----	3	summer -----	15	snow -----	3
oars -----	3	saw -----	13	soldiers -----	3
ordinary -----	3	shall -----	13	spent -----	3
opium -----	3	side -----	13	sentiment -----	3
once -----	3	says -----	13	specialty -----	3
people -----	21	Saturday -----	13	seldom -----	3
place -----	16	same -----	13	sort -----	3
please -----	13	sure -----	5	split -----	3
pen -----	5	seems -----	5	start -----	3
pleasure -----	5	son -----	5	slip -----	3
past -----	5	stopped -----	5	seven -----	3
possible -----	5	sorry -----	5	stayed -----	3
prison -----	5	simply -----	5	to -----	554
queer -----	3	severe -----	5	the -----	375
quick -----	3	sincerely -----	5	that -----	155
quart -----	3	suffered -----	5	time -----	102
rain -----	23	staying -----	5	this -----	91
remember -----	20	sent -----	5	there -----	61
really -----	16	several -----	5	think -----	39
receive -----	13	sick -----	5	then -----	36
right -----	5	started -----	3	them -----	34
rush -----	5	sound -----	3	take -----	28
rates -----	5	sleepy -----	3	thing -----	19
regular -----	5	sad -----	3	thought -----	18
reach -----	3	skirt -----	3	told -----	16
remark -----	3	studying -----	3	two -----	16
<i>rom</i> -----	3	store -----	3	three -----	15
		sentence -----	3	though -----	15

tell -----	14	union -----	3	wait -----	5
trust -----	13	ugly -----	3	worked -----	5
their -----	13	very -----	82	word -----	5
Tuesday -----	13	visit -----	20	water -----	5
thank -----	13	vacation -----	13	without -----	5
try -----	13	visitors -----	13	weather -----	5
than -----	13	visiting -----	5	wishing -----	5
taking -----	5	votes -----	3	wind -----	5
twenty -----	5	vacant -----	3	whether -----	3
to-night -----	5	view -----	3	window -----	3
town -----	5	vegetable -----	3	wash -----	3
trip -----	5	visited -----	3	washing -----	3
through -----	5	voted -----	3	worth -----	3
teeth -----	5	vivisection -----	3	warm -----	3
ten -----	5	variety -----	3	wet -----	3
terrible -----	5	we -----	170	wanted -----	3
Thursday -----	5	will -----	164	why -----	3
train -----	3	was -----	99	whole -----	3
term -----	3	with -----	95	waiting -----	3
talk -----	3	would -----	63	wished -----	3
telephone -----	3	well -----	58	wages -----	3
Thanksgiving -----	3	when -----	58	wistaria -----	3
taken -----	3	week -----	46	willow -----	3
together -----	3	write -----	42	waist -----	3
tried -----	3	what -----	40	world -----	3
twice -----	3	wish -----	36	want -----	24
tired -----	3	went -----	31	you -----	306
these -----	3	which -----	27	your -----	104
till -----	3	work -----	18	yet -----	15
tartar -----	3	who -----	16	yesterday -----	15
tablespoon -----	3	wrote -----	16	yours -----	13
us -----	46	writing -----	15	young -----	13
up -----	39	wonder -----	13	years -----	5
usual -----	18	winter -----	13	yard -----	5
under -----	5	while -----	13	yourself -----	5
used -----	3	where -----	5	yarn -----	3
uncle -----	3	walk -----	5	yacht -----	3
use -----	3				

**List Compiled from the Social Correspondence of the Mem-
bers of the Parents' Association, Normal Training
School, San Jose.**

Twenty-five letters—719 different words.

a	art	both
about	as	boy
absorbed	ashamed	brief
accidentally	ask	brother
address	at	brought
adopt	attention	buds
adopted	auspices	buggy
advance	automobile	building
advice	away	bulbs
afraid		burn
after	baby	bushes
afternoon	back	business
afford	bad	bust
again	bait	busy
against	bakers	but
age	barrel	buy
ago	bay	by
agree	be	
alike	bearing	cable
almost	beautiful	cake
also	because	calls
always	become	came
all	bed	can
allusion	been	can't
am	before	cannot
among	beg	car
amount	believe	cards
an	being	cares
and	better	careful
another	between	carry
answered	bill	case
any	birthday	cat
anywhere	bit	cause
appending	blind	certainly
appreciate	bloom	chance
are	blue	change (s)
arm	boating	charge
around	body	check
arranged	borrow	chicken

SPELLER

child	desk	expect
children	despised	extension
choosing	did	extra
chums	died	fact
church	dinner	failing
city	disgusted	fair (ly)
civilization	dispose	fall
class	do	family
clause	does	fancy
climate	doing	far
clippings	dog	fast
clothes	done	father
clubs	don't	fatigued
comfort (able)	door	favor
come (ing)	doubt (less)	fault
conditions	down	fearless
congenial	dozen	felt
congratulate	dresses	feel (ings)
copy	driver	fern
contestants	drowned	few
conversation	during	fifty
correspondent	duteous	finally
cost	each	financial
cottage	east	find
could	Easter	fine
count	effect	first
country	elaborate	flowers
couple	employer	flying
course	enclosed	for
cover	encouraged	forgot
cooking	end	foolishly
credit	energy	football
crowds	enjoin	found
cucumber	enjoy	four
	enough	Friday
date	entertain (ment)	friend (ship)
days	enthusiastic	from
deaf	especially	
deal	equal	garden
dear	even	gasoline
death	event	gave
deep	ever	get (ing)
defective	every	give
delicious	exact	glad (ly)
delightful	example	go (ing)
demurred	except (ing)	goes
depreciating	excited	golden
depressing		gone

good
got
grandchildren
grandmother
grandson
grape
grateful
gray
great (ly)
grounds
grown
growers
guess
guilty

had
hair
hand
happen
happy
hardly
hare
has
having
he
health
hear
heard
heap
helped (ing)
her
here
herewith
highly
him
his
home
hope (ful)
hospital
hotel
hours
house (hold) (keeper)
how
hundred

I

if



I'm
importance
in
index
indoor
induce
instead
intimate
instruction
interest (ed) (ing)
into
invited
is
it
I've
jelly
job
joined
July
June
just

keep
kept
kill
kind
kindest
known
knows

lake
large
last (ed)
lead
learn
least
leave
lengthened
less
lesson
let
letters
life (long)
lift
like (ly) (ed)
line
lining
little

live
living
long
looks
lost
lot
love (ly) (est)
lucky

made
maid
mail
make (ing)
man
management
mamma
married
marry
market
matter
matrimonial
may
me
meet
memory
mend
mentioned
message
middle
might
mind
mine
mingled
minister
minute
misplaced
mistake
months
more
morning
most
mother
mouths
moved
much
music
my
myself

near (ly) (er)	pink	same
neck	place	satisfactory
need	planning	saw
never	pleased	say
new	pleasure	scheme
news	plentiful	school
next	position	scholarship
nice	possible	scorned
night	postal	sea
no	posterior	seat
north	post (office)	seldom
not	prattle	send
notes	praying	see
novel	preach	seems
now	preparatory	serving (ed) (ice)
number	presume	several
nurse	prize	shall
	program	she
object	projects	shock
occupied	public	shopping
of		should
often	quantities	show (ed)
oh	question	similar
old	quiet	sin
on	rash	since
once	rather	sincerely
one	read	sister
or	ready	sleeve
organized	real (ly)	small
ordinary	realize	smash
ornaments	rebellious	snow
other (wise)	recipe	snuff
our	receive	so
out (door) (ing)	recovering	sojourn
over	regards	sold
owned	relieve	someone
	remember (ing)	some
paid	removed	something
palatial	reply	son
papers	rest	sore
parks	return	sorry
past	reunion	sorts
pass (es) (ing)	right	soul
pay	rushed	soon (er)
peacefulness		spare
people	salary	speaks
perhaps	sales	spend
pickles	sailboat	

sports
 stamped
 stands
 started
 statement
 station
 stay
 straight
 strange
 strengthened
 strenuous
 street
 stopped
 stormy
 students
 substantial
 such
 suffers
 suit
 summer
 Sunday school
 supper
 suppose
 surely
 surprises
 sweet
 take
 talent
 tall
 taste
 teaching
 terrible
 than
 that
 thank (ful)
 the
 their
 them
 these
 they
 things
 think (ing)
 this
 those
 though
 thought

three
 throes
 through
 thumb
 thus
 time
 times
 tired
 to
 too
 to-day
 together
 told
 tomato
 tongue
 to-morrow
 to-night
 touch
 town
 training
 transferred
 travel (ing)
 treated
 tried
 trolley
 trip
 trouble
 truck
 trunk
 try
 under
 understand
 university
 up
 us
 used
 usual
 vacation
 very
 violet
 visit (ing)
 wait
 walking
 wanted
 warm

was
 waste
 water
 we
 weary
 weather
 wedding
 week (s) (end)
 weights
 well
 were
 what
 wheelbarrow
 when
 where
 which
 white
 who
 whom
 why
 wife
 wild
 will
 wince
 winter
 wise
 wish (ed)
 with
 woman
 women
 worships
 won't
 work (ing)
 would
 write (ing)
 wrong
 wrote
 year
 yesterday
 yet
 young
 you
 your
 yours
 youthful
 zero

List Compiled from the Correspondence of the California Barrel Co.

100 letters—2412 words, including repetitions; 665 different words

Technical words are starred.

a	5	and	47	become	2
able	1	answer	5	before	4
about	5	answering	8	beg	1
above	7	anxious	2	being	4
absence	1	any	6	believe	1
acknowledge	2	annual	2	best	1
acknowledgment	1	apology	1	bevel*	1
act	1	applies	1	been	3
action	1	applied	1	bill	3
activities	1	application	2	bills	5
accepted	1	appreciating	1	billing	1
accordance	1	arrangements	1	blackened	1
account	3	are	53	blank	2
accustomed	2	around	1	boarding	1
addition	1	arrive	1	body	1
additional	2	arriving	1	bolts	2
advance	2	as	33	bought	1
advertising	1	ash	1	book	1
advice	2	ask	5	booked	1
advices	2	asking	5	bottom	1
advise	2	asked	1	braces	1
advised	4	assistance	1	braced	1
advising	6	assistant	1	brine	4
after	3	associate	1	bringing	1
affiliated	1	association	6	brought	4
afford	1	at	12	broken	2
again	6	attend	1	bundles	1
against	3	attention	12	butter	1
agree	1	attractive	1	buy	1
agreed	1	auspices	1	by	2
agreeable	1	awaiting	5		
although	1			called	3
already	2	back	1	can	1
also	12	balance	2	cannot	3
all	10	bank	1	candy	1
am	2	barrel	12	capacity	1
amended	1	barrels	16	car	5
among	1	be	5	cars	3
amount	7	bead	1	carload	4
an	2	bear	1	care	1

carefully	2	danger	1	fact	
cargo	1	date	2	factory	
case	1	deal	1	familiar	
casks	1	decided	1	favor	
casting*	1	decision	2	features	
cause	1	decrease	1	figure	
cellar	1	delay	1	figures	
change	1	delayed	1	figuring	
charge	3	delegates	1	file	
circled	1	delinquent	1	filing	
circumstances	1	delivery	2	financed	
claim	4	delivered	2	find	
class	1	deliveries	1	fir*	
clear	1	descriptive	1	firm	
clearer	1	desirous	1	first	
commenced	1	destination	2	fish	
committee	1	determine	2	five	
commission	1	divide	1	flat	
come	2	diameter	4	flare*	
coming	2	different	4	flower	
common	1	difference	2	follows	
complete	1	difficult	1	following	
complain	2	discount	1	for	
completing	1	discussed	1	forest	
comparatively	1	direct	3	forms	
concerning	1	does	1	formally	
condition	1	done	1	found	
connected	1	doubt	1	forward	
connection	1	during	2	forwarded	
considerable	1	duty	1	freight	
continue	1			from	
convenience	1	earliest	1	fully	
conversation	1	economy	1	furnish	
cooperage*	5	effort	1	furnished	
coopers*	1	elm	1	further	
copy	1	enclosing	1	future	
correspondence	1	enclosed	1		
cost	3	entire	1	gallon	
could	4	entirely	1	gallons	
country	1	evidently	1	galvanized	
course	1	exactly	1	gauge*	
customer	1	exchange	1	generally	
cut	1	expect	3	getting	
cutter	1	expense	3	give	
cover	1	expensive	2	gives	
covering	1	express	1	giving	
		extra	1	glad	

SPELLER

207

gladly -----	1	information -----	1	likely -----	1
gluing -----	1	inquiry -----	7	likelihood -----	1
gotten -----	2	inside -----	1	lime -----	1
government -----	1	instead -----	1	limited -----	1
grade -----	1	instruct -----	1	line -----	2
grapes -----	2	instructions -----	4	liners -----	1
greatly -----	1	interest -----	1	lining -----	1
half -----	1	international -----	1	list -----	1
handle -----	1	interviewed -----	1	little -----	2
handling -----	1	into -----	3	loan -----	1
has -----	1	investigate -----	3	lockers -----	1
have -----	20	investigation -----	2	long -----	1
having -----	3	invoice -----	1	liquor -----	1
head -----	2	invite -----	1	lots -----	1
heads -----	2	involved -----	1	lowest -----	1
heading -----	5	iron -----	8	lumber -----	6
hear -----	5	is -----	45	made -----	14
heavy -----	1	issue -----	1	make -----	6
height -----	1	it -----	41	making -----	4
heretofore -----	1	its -----	4	manager -----	1
herewith -----	9	joining -----	1	manufacture -----	2
high -----	1	joints -----	1	manufacturer -----	1
highest -----	1	judge -----	1	manufacturing -----	1
hold -----	1	judging -----	1	market -----	5
holding -----	1	just -----	2	matter -----	14
hole -----	2	justified -----	1	material -----	9
hope -----	8	justification -----	1	matured -----	1
hoping -----	2	keg -----	3	may -----	6
hoop -----	1	kegs -----	8	me -----	1
hoops -----	18	kilns -----	2	meantime -----	2
hooped -----	1	kind -----	3	meeting -----	2
house -----	1	kindly -----	5	melting -----	1
however -----	1	ladder -----	3	member -----	7
I -----	14	large -----	3	membership -----	3
if -----	17	larger -----	3	men -----	2
in -----	96	largest -----	1	mentioned -----	3
inasmuch -----	1	last -----	2	metal -----	1
inclined -----	1	learn -----	1	middle -----	21
inclosed -----	1	learning -----	1	might -----	2
include -----	1	leave -----	1	mill -----	3
included -----	1	less -----	1	mind -----	1
including -----	1	let -----	2	minimum -----	3
inconvenience -----	1	letter -----	42	more -----	1
increase -----	2	licensing -----	1	morning -----	1
individual -----	1	like -----	2	most -----	2
induce -----	1			must -----	4

much	3	packages	13	purpose	3
name	2	packed	1	put	3
namely	1	packers	3	quality	1
narrower	1	packing	3	quantity	2
nation	1	paid	3	quiet	1
national	3	pails	3	quite	1
necessary	2	part	1	quote	5
necessitate	1	paraffining*	1	quoting	9
needs	1	past	1	railroad	1
net	1	patronage	1	rate	1
news	3	pay	1	raw	1
next	1	paying	1	reached	1
nice	1	patent	1	recently	1
nice	1	per	1	reasonable	1
no	2	people	3	receipt	2
none	1	please	10	receive	3
not	1	pleasure	1	received	4
note	3	policies	1	records	1
noted	1	possible	6	reference	8
nothing	1	possibly	3	referring	4
notice	1	possibility	1	refuse	1
number	1	practice	2	regard	1
onk	1	practically	1	regarding	1
objects	1	prepaid	1	regret	1
objected	1	present	3	regular	1
objecting	1	previously	1	relative	2
oblige	3	prices	15	remain	3
odor	1	primary	1	reply	2
of	62	problem	1	repair	1
offer	2	proceeds	1	replying	1
office	2	prominence	1	represented	1
olive	1	promises	1	requested	2
on	37	prompt	3	reset	1
once	2	promptly	6	require	3
one	3	promptness	1	requirements	3
only	1	proper	1	return	3
or	3	proportions	1	rims	2
order	21	prosperity	1	rip	2
organizations	1	proved	1	routing	1
origin	1	provided	1	run	1
other	6	prune	3	running	1
otherwise	1	publications	1	same	6
our	23	punchon*	1	sample	3
out	3	purchase	1	samples	1
over	1	purposes	2	satisfactory	2

sawdust -----	1	take -----	2	use -----	2
say -----	2	taken -----	2	used -----	2
season -----	1	taking -----	1	useless -----	1
second -----	1	tax -----	1	vain -----	1
send -----	1	taxation -----	1	value -----	1
sending -----	1	telephone -----	1	valued -----	1
see -----	1	tell -----	1	very -----	4
sent -----	2	ten -----	1	view -----	1
shade -----	1	than -----	14	village -----	1
ship -----	3	thank -----	5	voice -----	1
shipped -----	5	thanksgiving -----	6	void -----	2
shipping -----	2	that -----	9	wait -----	2
shipment -----	6	the -----	15	want -----	7
shipments -----	7	their -----	2	wanting -----	1
should -----	7	then -----	1	way -----	2
similar -----	1	them -----	7	we -----	90
sincerely -----	1	therefore -----	3	weight -----	3
size -----	4	these -----	15	were -----	2
slight -----	3	they -----	14	wet -----	1
slightest -----	1	thickness -----	2	wheel -----	1
smaller -----	5	this -----	22	what -----	6
so -----	2	think -----	2	when -----	7
some -----	1	three -----	1	where -----	2
somewhat -----	1	time -----	5	whether -----	3
soon -----	2	to -----	20	which -----	11
sooner -----	1	told -----	1	while -----	1
special -----	1	top -----	1	who -----	3
specific -----	1	total -----	3	will -----	43
specimens -----	1	too -----	1	wide -----	1
specifications -----	1	transportation -----	1	width -----	1
standard -----	1	trifle -----	1	win -----	4
staves -----	8	trouble -----	1	wire -----	1
steam -----	1	trust -----	1	wish -----	4
steamer -----	2	tubs -----	2	with -----	17
steel -----	1	two -----	2	woe -----	1
stock -----	1	twenty -----	1	work -----	3
storage -----	1	unavoidable -----	1	writer -----	1
subject -----	2	under -----	2	wrote -----	2
submit -----	2	understand -----	1	yet -----	2
such -----	1	undoubtedly -----	1	you -----	102
sugar -----	1	unjust -----	1	young -----	2
superior -----	1	up -----	1	your -----	67
supplying -----	1	upon -----	2	yours -----	9
sure -----	1	urgent -----	3	youth -----	1
switching -----	1	us -----	1		
systems -----	1				

List Compiled from Business Correspondence of The Emporium, San Francisco, and Hale's Department Store, San Jose.

Four hundred letters—10,834 words, including repetitions. 1576 different words, listing inflections and derivatives separately. 1058 different words, listing inflected and derived forms under the root word.

a -----	117	am -----	28	awning (s) ----	2
able -----	10	amount (ed) (ing)	42	babies -----	1
about -----	13	an -----	25	back (s) -----	5
above -----	8	and -----	315	bad -----	1
absolutely -----	1	another -----	7	bags -----	26
accept -----	44	annoyance -----	1	balance -----	27
account -----	6	annual -----	5	bale -----	1
accommodate ---	4	answer (ing) ---	11	bandeaux -----	1
accordance (ed)		anxious -----	7	banding (s) ----	2
(ing) (ly) ---	11	any (thing) ---	24	barrel -----	1
acme -----	1	appear -----	2	basket -----	1
acquainted -----	1	appreciate (ed)		be (ing) -----	63
action -----	1	(ion) -----	16	beaded -----	1
ad -----	3	approval -----	8	bear (s) -----	2
added -----	1	appointment ---	1	beautiful -----	1
address (es) ---	13	April -----	26	because -----	1
adjust (able) ---	8	are -----	122	been -----	35
advanced -----	4	arise (en) -----	2	before -----	8
advertise (ed) (ing)		arrive (s) (d) (ing)		beg -----	8
(ment) -----	17	(al) -----	7	behind -----	1
advise (ed) (ing)	6	arrange -----	2	believe -----	3
affidavit -----	1	art (ist) -----	2	belts -----	1
afford -----	7	articles -----	3	beneficial -----	2
after (wards) ---	21	around -----	1	berry -----	1
again (st) -----	5	as -----	149	best -----	68
age (s) -----	4	ask -----	9	better -----	4
agent (cy) -----	4	assistance -----	3	between -----	1
ago -----	4	assortment -----	1	bigger -----	2
all -----	56	assure (ing) ---	54	bill (ed) (ing) (s)	29
allowed (ing) ---	4	at -----	110	bitter -----	4
almost -----	13	attend (ed) ---	2	black -----	10
along -----	1	attached -----	3	blankets -----	1
already -----	4	attention -----	55	blend -----	1
also -----	19	August -----	3	bloomers -----	3
alternative -----	1	auger -----	1	blouse -----	1
altered (ation) --	2	avoid -----	3	blucher -----	1
although -----	5	await (ed) (ing) -	18	blue -----	10
always -----	1	away -----	2		

board -----	1	care (ful) (ly) --	11	commands -----	11
boil -----	1	carry (ed) -----	9	commencing -----	3
book (s) (lets) --	15	cars -----	2	comply (ed)	
both -----	1	carton (s) -----	6	(ance) -----	7
bottle (s) -----	6	cartridge -----	1	community -----	2
bottom (s) -----	2	case (s) -----	3	communicate(ion)	
border -----	1	catch (er) -----	2	(ed) -----	2
bought -----	4	catalogue (s) --	17	company -----	2
bound -----	1	cause (ed) (ing) -	3	comptometer ----	1
box (es) -----	10	cent -----	1	complete -----	2
boy's -----	6	certain -----	1	conceived -----	1
braid -----	2	chairs -----	1	concluded -----	1
branches -----	1	champagne -----	1	conductors -----	1
brass -----	1	change (ed) -----	14	conduction (ing) -	2
breaks -----	1	charges -----	6	confident -----	5
breasted -----	1	charmeuse -----	1	confirm (ed)	
brewing -----	1	cheap (est) -----	3	(ation) -----	12
bridal -----	1	check (ing) -----	9	confusion -----	2
bring (ing) -----	2	child (ren's) -----	16	connection -----	3
broad -----	2	chisels -----	2	consider (ed) (ing)	10
bronze -----	1	choice -----	1	constantly -----	1
brown -----	5	Christmas -----	1	continue -----	1
buff -----	1	chrome -----	1	control -----	2
build -----	1	circle -----	1	controversy -----	1
bulbs -----	2	circular (s) -----	4	contain (ed) -----	2
Bulgarian -----	3	circumstances --	1	contrary -----	1
bunch -----	1	city -----	3	content (s) -----	2
burn (t) -----	2	claim -----	9	contract -----	1
business -----	6	class -----	1	convenient (ence)	16
but -----	19	clean (ed) (ser)		conversation ----	1
button (s) -----	16	(er) (ers) -----	9	cools -----	1
buy -----	1	clear -----	1	cord -----	2
by -----	39	clerk -----	1	cork -----	1
cabinet -----	1	clock (s) -----	2	correction (ed) -	9
cafe -----	1	cloth (s) -----	4	correspondence --	6
calf -----	5	clothes -----	4	corn (ers) -----	4
caliber -----	1	close -----	1	corset (s) -----	3
California -----	2	coat -----	2	cost -----	9
calendars -----	2	coffee -----	14	cotton -----	3
call (ed) (ing) --	8	cold -----	1	could -----	4
came -----	3	column (s) -----	2	country -----	2
camera -----	2	collect -----	3	courtesy (es)	
can (not) -----	40	collar -----	2	(ous) -----	6
cans -----	1	color (s) -----	13	cover (s) (ing) --	18
canceled -----	1	combings -----	1	crash -----	1
card (s) -----	9	come (s) (ing) --	8	cream -----	3

stone	1	distinguish	1	estimate	1
edit	8	do (es) (n't)	22	esteem (ed)	6
escent	2	dollar (s)	8	event	1
icism	1	done	1	evening	2
rocheted	2	door	1	ever (y)	2
ross-bars	1	double	3	evident	1
curtains	2	doubtless	3	exact (ly)	7
customer (s)	4	down	1	examine (ing)	
cut (s)	14	dozen	13	(ation)	5
damaged	1	draw (n) (ing)	3	exchange (d)	3
danger	1	drape (s) (ery) (s)	5	exception	1
dark	1	dress (es) (ed)	18	exercised	1
date (s) (ed)	28	drink	1	exhausted	7
day	6	drill	2	expecting	1
deal (s)	2	driver	1	experience	1
decided	1	dry	1	expense	2
deducted (ion)	4	due	3	expire (ation)	2
definite	3	duly	1	explicit	1
delay	6	duplicate	7	explanation	1
deliver (ed) (y)	13	duty	1	export	1
demonstration	12	dwelt	1	express (age)	
department (s)	9	each	18	(ing)	47
deposit	1	earn	1	extend (tion) (ed)	5
describe (d) (ing)		early (est)	22	extra	1
(descriptive)	4	easy (ily)	4	extraordinary	1
deserve	1	edge (ing)	3	fabric (s)	2
design (s)	8	edition	3	face	3
desire (d) (ous)	26	effect (s)	2	facilitate	2
details	4	effort (s)	3	fact	5
detach (able)	2	eight	1	factory	1
developer (ing)	4	either	1	fail (ed)	4
devoted	1	electric (ity)	2	fall	2
did (n't)	12	elsewhere	2	fancy	2
dies	4	embroidery	4	far	3
different (ence)	13	employed (ment)	2	fashion (able)	5
difficulty	2	enclose (d) (s)		fault	1
dime	1	(ing)	112	favor (s) (ed)	
direct	6	end	2	(ably)	4
dirt	1	endeavored (ing)	4	feature	
disappoint (ed)		endorsed	3	February	
(ment)	2	enough	1	feel	2
discount (s)	6	entertain	1	felts	
dispose (d) (ing)	4	entirely	8	festoons	
discussed	1	envelope (s)	12	few	
discontinuing	1	epoque	1	fiction	
display (ed)	2	equally	1	fifth	
discrimination	1	error	2	fifty	

fifteen -----	2	gathered -----	1	hold (ing) -----	8
figure (d) -----	2	gave -----	2	holes -----	1
file (s) -----	5	general -----	1	holiday -----	1
fill (ed) (s) (ing) --	41	gentlemen -----	4	home -----	2
final -----	1	get (s) -----	12	honest -----	1
find -----	19	gilt -----	2	honorable -----	1
fine (est) -----	4	gingham -----	1	hooks -----	1
finished -----	2	give (es) (en) ----	18	hope (ing) -----	8
fireman -----	1	glad (ly) -----	9	house -----	2
firm (ly) -----	3	gloves -----	3	how (ever) -----	17
first -----	12	glossy -----	1	hundred -----	1
fish -----	1	go (ing) -----	8	hurry -----	3
fit -----	11	good (s) -----	29	husband -----	1
five -----	10	goes -----	2	I -----	83
floor -----	3	going -----	4	ideas -----	1
floss -----	4	got (ten) -----	3	if -----	93
flowers (ed) -----	2	gown -----	1	ignore -----	1
fly -----	1	grade (s) -----	5	illustrate (ed)	
folding -----	1	graduate -----	1	(ion) -----	3
foliage -----	2	gray -----	1	I'm -----	4
folks -----	1	great (ly) -----	11	immediate (ly) --	18
follows (ing) -----	16	granted -----	1	important (ance)	3
foot (feet) -----	4	green -----	2	impossible -----	2
for -----	138	grey -----	1	impression -----	1
foremost -----	1	gross -----	14	improvement -----	2
form -----	5	guard -----	2	in -----	342
fortunate -----	3	had -----	26	inability -----	2
forward(ed) (ing) --	13	half -----	4	inasmuch -----	1
fountain -----	1	hammer -----	3	inch (es) -----	10
four -----	5	hand (s) -----	9	incinerator -----	2
fourteen -----	1	handkerchief (s) --	4	include (d) -----	2
frame -----	1	hardware -----	2	inclose (d) -----	8
free -----	2	has -----	18	incorrectly -----	2
freight -----	1	haste -----	1	incomplete -----	1
Friday -----	1	hat (s) -----	11	incurred -----	1
fringe -----	2	have (n't) (ing) -	156	indeed -----	1
from -----	29	he -----	7	indefinitely -----	1
front -----	1	hear -----	7	independent -----	1
fruit -----	2	heavy -----	6	index -----	1
full (y) -----	3	held -----	3	inexpensive -----	1
fund -----	1	help -----	5	inferior -----	1
furnish -----	19	here (in) (tofore)		inform (ed) -----	10
further -----	4	(with) -----	13	informal -----	1
fuses -----	1	highly -----	7	information -----	1
future -----	4	hinges -----	6	initial -----	1
garment (s) -----	11	hip -----	1	inquire -----	43
garnet -----	4	his -----	2	insert (ion) -----	2

inside -----	1	length (s) -----	4	me -----	25
inspect (or) (ion) -----	3	lenses -----	1	means -----	3
instant (ance) --	4	let -----	23	meantime -----	1
instead -----	3	letter -----	47	measure (ing)	
instruct (ed)		liberal -----	1	(ments) -----	9
(ion) (s) -----	10	liberty -----	2	mechanics -----	1
instrumental -----	1	libraries -----	1	medium -----	6
intend (ed) (ion) -----	5	light (er) -----	2	meet -----	5
interest (s) -----	18	like -----	23	memorandum (s) -----	12
interrupted -----	1	limit -----	1	men (s) -----	3
into -----	6	limp -----	1	mention (ed) ---	3
investigating (ion) -----	3	line (d) (s) (ing) -----	7	mercerized -----	1
invoice -----	1	linen -----	5	merchandise -----	3
iron -----	2	list (s) (ed) -----	12	merely -----	1
is -----	99	literature -----	1	merit (s) -----	2
issue -----	5	little -----	3	message -----	1
it (s) -----	95	local (ity) (ly) --	3	methods -----	3
item (s) -----	5	locks -----	1	might -----	6
January -----	5	logical -----	1	milliner (y) -----	2
jelly -----	1	long -----	2	mills -----	1
job -----	1	looking -----	3	miniature -----	1
journal -----	4	lost -----	1	misinterpreted --	1
judge (ing) -----	5	lot -----	3	miss -----	1
July -----	7	low (est) -----	5	model (s) -----	16
June -----	8	lunch -----	1	modern -----	3
just -----	8	machines -----	3	moment -----	3
keep -----	2	made -----	15	Monday -----	2
kept -----	2	madras -----	2	money -----	11
kid -----	4	magazine -----	5	month (s) (ly) --	8
kind (s) (ly) ---	106	mail (ed) (ing) -	35	more -----	9
know (ing) (n) -	29	make (ers) (ing) -	34	morning -----	2
label (ed) -----	1	man -----	3	morocco -----	1
lace (s) -----	10	manage (ed) (er)	2	most -----	2
ladies -----	6	manicure -----	1	motor -----	1
lading -----	2	manner -----	1	Mr. -----	1
lamps -----	3	mantle -----	1	much -----	5
large (r) -----	7	many -----	4	music -----	1
last -----	8	manufacture (er)		muslin -----	4
late (st) -----	5	(er's) -----	5	must -----	7
lawn (s) -----	3	March -----	7	mutual -----	1
lay -----	1	margin -----	1	my -----	5
leaks -----	1	mark (ed) -----	6	name (ed) (ly) --	5
leather -----	8	match -----	10	napkins -----	1
least -----	1	material (s) -----	9	narrow (er) -----	2
leaving -----	1	matter (s) -----	19	nature (ally) -----	2
left -----	1	May -----	7	near (ly) -----	2
leg -----	1	may -----	11	necessary (ity) -	8

necks -----	1	our -----	174	planes -----	1
need -----	2	out (side) -----	20	please (d) (s)	
needle -----	2	oval -----	1	(ure) -----	93
neighborhood -----	1	over (charge)		plenty -----	1
net (s) -----	3	(roasting) ---	5	plus -----	1
next -----	4	own -----	2	poet -----	1
new (s) (est) ---	9	package (s) ---	19	point -----	1
neglected -----	1	pair (s) -----	12	policy -----	1
nests -----	2	pants -----	3	polish (ing) ---	2
night -----	3	paper (s) -----	8	popular -----	1
never -----	2	parcel (s) -----	17	position -----	4
nineteen (th) ---	2	patronage -----	9	possible (ly) ---	30
no -----	26	pattern (s) -----	9	positively -----	1
non-delivery ---	1	pay (ment) (able)	11	post (age) (al)	
none -----	2	packed (ing) ---	2	(ers) (als) ---	43
not -----	39	pages -----	2	predominating ---	1
note (ed) (ice) --	8	pail -----	1	present -----	2
nothing -----	1	painting -----	1	pretty -----	3
notify (ed) -----	5	panels -----	1	previous -----	2
notion -----	1	part (s) -----	9	price (ed) -----	31
November -----	1	particular (ly) --	3	prior -----	1
novelties -----	2	party (es) -----	4	probable (ly)	
now -----	6	patent -----	4	(ity) -----	4
number (s) (ed) -	20	patronize -----	1	procure -----	1
oblige -----	29	pen -----	3	prompt (ly) ---	10
objection -----	2	pencil -----	1	prove -----	1
occur (ed) -----	2	pennants -----	1	providing -----	2
occupy -----	1	people -----	2	preliminary -----	1
October -----	1	per -----	10	prepay (ed) (ing)	8
of -----	237	perceptible -----	1	preparing -----	1
off -----	4	perfect (ing) ---	2	presume -----	3
offer -----	5	pearl -----	1	principle -----	1
office -----	4	petticoat -----	1	printed (er) ---	4
old -----	5	permission -----	3	problem -----	1
on -----	101	perplexing -----	1	profit -----	1
once -----	16	personal -----	1	promotion -----	1
one (s) -----	63	photo -----	1	proper (ly) ---	3
only -----	20	picked -----	1	proposition -----	4
opera -----	1	picture (s) -----	12	purchase (d) ---	5
opportunity -----	4	piece (s) -----	5	put (ing) -----	4
or -----	28	pillow (s) -----	3	publish (ed) (ing)	
order (s) (ed)		pink -----	1	(cation) -----	5
(ing) -----	119	plaid -----	1	purpose -----	4
organ -----	1	plain -----	4	pursued -----	1
original (ator) --	2	plate (s) -----	4	push -----	1
oriental -----	1	place (d) -----	2	quantity (es) ---	10
other (wise) -----	8	plans -----	1	quart (s) -----	

quarter -----	1	restring -----	2	several -----	1
quickly -----	1	result -----	1	seventy -----	1
quote -----	13	return (ed) (ing) -----	32	shade -----	1
racket -----	1	retail (s) (ers) -----	3	shapes -----	2
raising -----	1	reverse -----	1	shall -----	13
range -----	1	ribbon -----	1	shelving -----	3
rate (s) -----	4	rifle -----	1	ship (ed) (ment)	
ratine -----	2	right -----	6	(ing) -----	40
reach (ed) -----	7	round -----	1	shinola -----	1
realize -----	1	ruffed -----	1	shirts -----	3
receipt (ed) -----	17	rubber -----	2	shoe (s) -----	9
recent (ly) -----	20	rules -----	1	should -----	4
receive (ed) (ing) -----	45	run -----	1	short (er) (ly)	
reclining -----	1	rush -----	1	(ened) (age) -----	12
record (s) -----	3	safely -----	1	show (n) -----	5
recognized -----	1	sale (s) -----	6	shrinking -----	1
recovered -----	1	salesman ('s) -----	2	silk -----	2
red -----	1	salespeople -----	1	silver -----	1
refer (s) (ed)		salesroom -----	1	single -----	1
(ence) (ing) -----	39	same -----	21	sir (s) -----	4
refund (ing) -----	4	sample (s) -----	84	six (th) -----	2
refused -----	1	Saturday -----	1	size (d) (s) -----	23
regard (ed) (ing) -----	13	satin -----	1	sketch (es) -----	5
regret (ing) -----	9	satisfaction (ory) -----	29	skirt -----	1
regular -----	5	save -----	1	sleeves -----	1
relative -----	1	say (s) (ing) -----	17	slippers -----	3
reliable -----	1	schedule -----	1	slight (ly) -----	2
remain (ed) (s)		scholar -----	1	small -----	3
(ing) -----	23	scientific -----	1	smooth -----	1
remit (ing) (ance)		screw -----	1	so -----	8
(s) -----	39	seaming -----	1	socks -----	3
rendered -----	1	seat (s) -----	4	sofa -----	1
renew (al) -----	7	second -----	4	sold -----	1
renovator -----	1	secure (d) (ing) -----	6	solid -----	2
repair (s) (ed)		see -----	1	some (what)	
(ing) -----	5	seek -----	1	(thing) -----	18
reply (ing) -----	45	select (ed) (ing)		songs -----	1
reports (ing) -----	4	(ion) -----	10	soon -----	6
representative -----	1	self (explanatory) -----	2	stage -----	1
requested -----	1	sell (ing) -----	4	staining -----	2
require (ed) (s)		send (ing) -----	152	stamp (s) -----	11
(ments) -----	7	sent -----	15	stand (s) -----	2
reship (ment) -----	2	separate -----	7	standard -----	2
reserved -----	1	September -----	2	start (ed) (ing) -----	4
response -----	2	serge -----	1	state (d) (ing)	
spectfully -----	1	serving (ice) -----	8	(ment) -----	9
st -----	1	set (s) -----	3	stenciling -----	1

sterling -----	1	the -----	312	velvet (een) ----	6
stock -----	3	them -----	13	very -----	14
stone -----	1	there (fore) ----	14	vest -----	1
storage -----	1	these -----	51	vine -----	1
store -----	5	they -----	7	visits -----	1
straight -----	2	this -----	119	voile -----	2
strap -----	1	think -----	3	wade -----	1
stripes -----	2	thorough -----	2	wagon -----	1
string -----	1	those -----	4	waist -----	7
style (s) -----	11	three -----	13	want -----	13
stub -----	1	thus -----	1	warehouse -----	1
students -----	1	tie -----	1	warm -----	1
subscribers -----	2	tight -----	1	was -----	4
subscription -----	2	time (d) (s) ----	60	waste -----	1
subject (s) -----	2	tinned -----	1	we -----	269
submit (ing) -----	2	to -----	203	well -----	6
substitutes (ing) -----	2	to-day -----	14	were -----	13
success -----	2	together -----	2	what (ever) ----	11
such -----	1	toilet -----	1	when -----	18
sufficient -----	1	told -----	1	where -----	4
suggested -----	1	to-morrow -----	1	which -----	74
suit (s) -----	2	tone -----	1	whip -----	1
suite -----	2	tons -----	1	white -----	2
suitable -----	1	too -----	2	while -----	4
sum -----	1	took -----	1	who (m) -----	5
summer -----	1	tooth -----	1	wholesale (er) (s) -----	2
supple -----	1	top -----	1	why -----	3
supply (ed) -----	3	town -----	1	wide -----	1
swing (ing) -----	7	unable -----	6	will (ing) -----	115
tag -----	1	under -----	13	window -----	3
take (ing) -----	12	understand -----	5	wired -----	1
talk -----	1	underwear -----	1	wish -----	3
tan -----	3	underslips -----	1	with (out) -----	69
tannin -----	1	unfit -----	1	woman -----	1
tardy -----	1	United States -----	1	word -----	1
taste -----	1	union -----	1	work (s) (ing) --	4
taupe -----	1	unknown -----	1	world's -----	1
teacher -----	1	unless -----	1	worth -----	1
tear -----	3	unsatisfactory -----	1	would -----	47
tell (ing) -----	3	until -----	7	write (er) (ing) -	4
ten -----	1	up -----	6	wrenches -----	1
tendered -----	1	upon -----	6	Yankee -----	1
tent -----	1	urns -----	3	yards -----	7
terms -----	2	us -----	109	year (s) -----	2
territory -----	1	use (d) -----	107	yesterday -----	1
than -----	1	value (d) (s) -----		you (r) (s) -----	1
thank (ing) -----	19	(able) -----	31	young -----	1
that -----	79				

Words taken from the List Recommended by the Simplified Spelling Board.

abridgment	confest	fixt	lopt	quartet	surprize
acknowledgment	coquet	flayor	luster	rapt	tapt
address	criticize	fulfil	mama	recognize	theater
affixt	crost	fulness	meager	rime	tho
altho	crusht	gage	mist	ript	thoro
arbor	dasht	gelatin	mixt	rumor	thorofare
ardor	defense	gild	mold	savior	thoroly
ax	demagog	gipsy	molt	scepter	thru
behavior	deprest	good-by	neighbor	silvan	thruout
blest	develop	gript	nipt	sipt	tipt
blusht	dike	harbor	odor	sithe	topt
bur	dipt	harken	offense	skilful	tost
candor	discust	heapt	opprest	skipt	trapt
carest	dispatch	hiccup	parlor	slipt	traveler
catalog	distrest	honor	past	smolder	tript
center	draft	humor	plow	snapt	valor
chapt	drest	husht	possesst	somber	vext
check	dript	idolize	practise	specter	vigor
civilize	droopt	imprest	prefixt	splendor	washt
clamor	dropt	instil	prest	stedfast	whipt
clapt	dulness	kist	pretense	stept	wilful
claspt	endeavor	labor	primeval	stopt	wisht
clipt	envelop	lapt	profest	stript	wo
clue	exprest	lasht	program	suffixt	woful
color	fantom	leapt	prolog	sulfur	woolen
comprest	favor	lodgment	propt	supprest	wrapt
comprize	fiber	lookt	pur		

One Hundred Spelling Demons of the English Language.

which	hear	Tuesday	says	though	whole
their	here	wear	having	coming	won't
there	write	answer	just	early	cough
separate	writing	two	doctor	instead	piece
don't	heard	too	whether	easy	raise
meant	does	ready	believe	through	ache
business	once	forty	knew	every	read
many	would	hour	laid	they	said
friend	can't	trouble	tear	half	hoarse
some	loose	among	choose	break	shoes
been	lose	busy	tired	buy	tonight
since	Wednesday	built	grammar	again	wrote
used	country	color	minute	very	enough
always	February	making	any	none	truly
here	know	dear	much	week	sugar
men	could	sure	beginning	often	straight
1e					

Prefixes.

a=at, on, in.
a, an=without, not.
ab, abs, a=from, away.
ad, a ac, af, ag, al, am, ap, ar, as, at=to.
am, amb, ambi, amphi=around, both.
ante, an, anti=before.
anti, ant=against (opposite).
arch=chief.
be to, by over.
bene=well
bi, bis=two, twice.
circum, circu=around.
cis=on this side of.
con, co, cog, col, com, cor=with or together.
contra, contro, counter=against.
de=down, from.
dia through, across.
demi=half.
dis, di, dif=apart, not, opposite.
dis, di=twice, two.
du, duo=two, twice.
en, em=to make, to put into, to put upon.
epi, ep, eph=upon.
eu, ev=well, good.
ex, e, ec, ef=out of, from.
ex=former (before a name).
extra=beyond.
for=not.
fore=before.
hemi=half.
homo=same.
hyper=beyond.
in, ig, il, im, ir=(in adjectives and nouns), not.
in, ig, il, im, ir=(in nouns and verbs), in, into, on.
inter intel=between, among.
intra, intro=within, into.
juxta=near.
mal, male=bad, ill.
mis=wrong, wrongly.
mono=alone, one.
multi=many.
non, n=not.
ob, o, oc, obs, of, op=in the way of, against, out.
octo=eight.

omni=**all**.
off=**from**.
out=**beyond**.
over=**above**.
per, pel=**through, thoroughly**.
per=**by**.
peri=**around**.
poly=**many**.
post=**after**.
pre=**before**.
preter=**beyond**.
pro, pur, pol=**for, forth, forward**.
re, red=**back, anew, again**.
retro=**backwards**.
se=**aside, apart**.
semi=**half**.
sine, sim=**without**.
sub, suc, suf, sug, sup, sus=**under, after**.
subter=**under**.
super, sur=**above**.
tele=**afar**.
to=**the, this**.
trans, tra=**over, beyond, through**.
tri, tre=**three**.
ultra=**beyond**.
un=**not, the opposite of**.
under=**beneath**.
uni=**one**.
vice=**instead of**.
with=**from**.

Suffixes.

able, ible, ble=that may be, worthy to be.
 ac=of, like, or relating to.
 aceous, acious=of, like, pertaining to.
 acy=state or condition of being, office of.
 age=act, condition or collection of, office of.
 al, ial=relating to, the act of, that which.
 an, ane=relating to, like, one who.
 ance, ancy=the state or quality of being, act of.
 ant=one who, being.
 ar=relating to, like, one who.
 ard, art=one who.
 ary=place where, that which, one who, relating to.
 ate=one who, full of, office of, state of being, the act of.
 cle, cule=little, minute.
 dom=office of, state of being.
 ed=did (past tense of verb).
 ee=one to whom.
 err, ier=one who.
 én=was (past participle), made of, to make, like.
 ene=pertaining to.
 ence, ency=state of being.
 ent=one who, that which, being.
 er=one who, more.
 ern=made of, in the direction of.
 ery=place where, collection of, that which, art or practice of.
 escence, escent=state of becoming, becoming.
 es, en=plural form.
 ess=female.
 est=most.
 et=little, small.
 ette=little, small.
 full=full of.
 hood=office of, state of.
 ian=one who.
 ic, ical=like, pertaining to, made of, one who.
 ice=that which.
 ics, ic=art, doctrine, or practice of.
 id=being or -ing.
 ie=little, small.
 ile=relating to, apt to, able to be.
 ine=like, belonging to.
 ing=a continuing act.
 ion=the act of, state of being, that which, and -ing.
 ise, ize=to make.

ish=to make, to like.
ism=state of being, doctrine or belief.
ist=one who.
ite, yte=one who is, being.
ity, ty=state or quality of being.
ive=one who, that which.
ix=feminine.
kin=little, small.
less=without.
let=little, small.
like=resembling.
ling=little, small.
ly, y=like, manner.
ment=state of being, act of, that which.
mony=state of, that which.
ness=act of, state of.
ock=little, small.
or=one who, that which, quality of.
ory=pertaining to, place where, that which.
ose, ous=full of.
ple=folded.
ric=office of.
ry=state of being, that which.
ship=office of.
some=state of being.
ster=one who.
tude=state of being, quality of.
ty—see ity.
ulent=abounding in.
ure=act or state of, that which.
ule=little, small.
ward, wards=in the direction of.
wise=like.
y, ey=state of being, full of.



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**This book is under no circumst
taken from the Build-**

[illegible]



